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THE UNIVERSITY OF ALBERTA

MAGIC CIRCLE IN THE CLASSROOM

by

© MARGIE MacDONELL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION
IN
COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1987

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ISBN 0-315-41089-2

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Magic Circle in the Classroom submitted by Margie MacDonell in partial fulfilment of the requirements for the degree of Master of Education.

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Date April 16, 1987

Abstract

The study focussed on the use of Magic Circle as a teaching tool in primary grades to promote growth in Awareness, Mastery and Social Interaction. Magic Circle sessions were conducted with First and Second Grade children as part of regular classroom procedure each day for a period of 22 weeks. Circle sessions were conducted, taped and transcribed by the teacher researcher. Transcriptions were studied to identify evidence of student growth in Awareness, Mastery and Social Interaction. Teacher observations of behavior in the Circle were recorded regularly. Developmental Profiles were completed for each child at the end of each six week period and upon completion of the program. Parents' feedback concerning the effectiveness of the program was obtained by means of a teacher prepared questionnaire. Single Factor Analysis of Variance and Newman/Keuls Comparison often revealed significant increases in ratings for Awareness, Mastery and Social Interaction after 6, 12, 18 and 22 weeks of Magic Circle sessions. The hypothesis that there will be evidence of growth in Awareness, Mastery and Social Interation after 22 weeks of Magic Cirle Sessions was thus confirmed. Findings indicate that Magic Circle sessions were a very positive experience for both teacher and children, that there is evidence of growth in Awareness, Mastery and Social Interaction particularly noticeable after 18 weeks of Circle sessions, and that there seems to be a carryover of Magic Circle learnings to total school and home behavior.

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Chapter I

INTRODUCTION TO THE STUDY

"Well, Heather, what did you do in school today?", said Stan Goodman, Heather's father.

"We had a Magic Circle with Mrs. Stevens", answered the child happily.

"What is a Magic Circle, Heather?"

It's when some of us sit around in a circle and the teacher gives each kid time to say something. Mrs. Stevens asked everyone to really say what it is about ourselves that we really like. Some kids goofed but most told the truth because the rules of Magic Circle are that you can't be teased for what you say in Magic Circle.

"What did you say you liked best about yourself?"

"I said that I liked my long, auburn hair and my name. It felt so good to say that."

"Did the other kids tell things too and feel good about it?"

"All the kids but Jessie said what they liked about themselves, but he was to shy so he didn't have to say. Everybody was happy, smiling and sat there thinking. We're going to have Magic Circle again tomorrow on a different topic.

One of the several programs designed to foster growth in the affective domain of student development is the Human Development Program originating from the Human Development Institute in California. The

program segment from pre-school to sixth grade is popularly known as Magic Circle. According to its creators Palomares, Ball and Bessell, the Magic Circle Program addresses the emotional, mental, and social development of individuals.

The program began as an idea in 1964 and by 1970 it had gained considerable popularity as a curriculum strategy for primary and elementary grades.

The Human Development Program (H.D.P.) recognizes the cognitive and affective potential of individuals. Palomares and Ball (1980) state: "While addressing the affective and cognitive realms of human functioning, H.D.P. activities offer opportunities for people to assimilate important life knowledge while practicing useful life skills" (p. 15).

Magic Circle was written for elementary school teachers and counsellors for use with groups of children. It is a curriculum strategy which converts a number of educational and psychological theories into a multi-faceted process in which teacher and student (and student and student) daily practice a special way of relating. Emphasis is on emotional and social development. Participants become constructively involved in developing their own personal effectiveness, self confidence, and understanding of the dynamics of interpersonal relationships (Ball, 1974).

In developing Magic Circle, the authors of the concept were seeking a systematic way to ensure that each person be exposed during the early years to certain vital learnings about the human experience so that the emotional and social problems that plague many people in later years

could be prevented (Palomares and Ball, 1980).

Bandura (1967) stated that observational learning is the basis for most things learned from other humans, such as language and social roles and norms. Magic Circle promotes this type of vicarious learning. Bessell (1973) emphasizes that active and reflective listening skills are learned by children in the Magic Circle session.

Affective programs emphasize the significance of the self concept and through varied activities attempt to positively enrich the child's self concept. The creators of Magic Circle believe that learning and self concept are strongly and intricately linked. H.D.P. is based on the assumption that when students of any age are shown esteem as people and regarded as potentially able, they are likely to regard themselves similarly. If the students' expectations are realistic, that is, developmentally appropriate, and their interpersonal safety needs are met, the chances are that they will not be deterred from achievement by fear nor immobilization. Furthermore, if subject matter and learning strategies are interesting and relevant, engaging students emotionally and intellectually, real achievement and self confidence are likely results. Palomares and Ball (1980) state: "When leaders and teachers create these conditions, students are given the best opportunity to discover the most valuable, ongoing learning experience of all - who they are, and what they can do" (p. 36).

A Magic Circle session consists of a leader and a number of students who gather for a 20 to 30 minute period of sharing, listening and discussing. The session is conducted in a structured environment with certain "ground rules" without which Magic Circle cannot operate

(Ball, 1974). All Magic Circle discussion topics are elaborations of three theoretical areas that are addressed in all H.D.P. materials. These are:

1. Awareness: to know what one is really thinking, feeling, saying and doing. Aware people are fully receptive to their inner and outer environments and are therefore prepared and equipped to function responsively and responsibly in relation to themselves and others (Bessell, 1972).
2. Mastery: the development of self confidence. Belief in one's intrinsic worth and faith in the ability to learn and act competently in one's own behalf by doing, lead to inner strength and growth (Palomares and Ball, 1980).
3. Social Interaction: the development of effective interpersonal relationships, as well as the realization that people's feelings and behaviors are affected by others (Ball, 1974).

The authors of Magic Circle have prepared a Developmental Profile as an aid to educators using H.D.P. materials to help them observe and understand children's behaviors. The Profile is in the form of a Rating Scale intended to indicate the direction of growth in awareness, mastery and social interaction.

Research dealing with Magic Circle provides, for the most part, inconclusive evidence of its effectiveness. This does not necessarily mean that the Program is ineffective. Research findings point out the difficulty of measuring a variable like self concept. Also, the reliability of the Developmental Profile has been questioned.

Purpose of the Study

The purpose of this study is to examine critically the Magic Circle Process and Outcomes in an attempt to identify those aspects of awareness, mastery and social interaction that Magic Circle does in fact foster in children when it is used on a daily basis over an extended period of time. To the present researcher's knowledge, no study of Magic Circle has addressed directly this particular topic. If school systems are willing to invest personnel, time and energy in the implementation of the program, there should be assurance of its effectiveness. The limited and often contradictory research results point out the need for further research into the effectiveness of the program, relative to its stated objectives.

Problem Statement

The problem encountered in this study is to find a means of identifying overt behavioral and attitudinal changes that take place in students exposed to daily Magic Circle sessions over an extended period of time. The Developmental Profile used by the teacher to rate student growth in awareness, mastery and social interaction at the end of each six-week period shows only the general direction of individual student development. This study attempts to identify the specific behaviors that might be considered as evidence of growth in these three areas.

This researcher believes that analysis of taped Magic Circle sessions, coupled with teacher-noted observations, will provide

a more comprehensive picture of student growth, and a more workable basis for future planning.

Chapter II

REVIEW OF LITERATURE

The literature reviewed for this study is drawn from several related areas: humanistic education, humanistic psychology, the Human Development Program and Research related to Magic Circle. This chapter presents an attempt to set the Human Development Program/Magic Circle in the perspective of humanistic education and psychology, and reports ~~its~~ effectiveness as an affective tool in the educational process.

Affective Education

Children in classrooms are growing physically, emotionally, intellectually and spiritually as they would anywhere else. Traditionally, teachers have focussed primarily on intellectual growth and have left the other kinds of growth to the playground, neighborhoods and homes, and in some cases to counselors, ministers, psychologists and psychiatrists. In more recent years, some educators have begun to point out the need for attention to emotional growth within the classroom, asking how emotional growth can best be related to the cognitive process so that both are enhanced and their confluence facilitated in learners (Brown, 1975). Terms such as "psychological", "humanistic", and "confluent" education have been added to the vocabulary of professionals working in elementary schools. The use of these terms has signalled a new or renewed effort on the part of educators to affect more than the cognitive aspects of children's functioning.

Problems faced by individuals in today's society are basically problems of living together, of human relationships, of cooperating in making the planet earth a place where people can live in peace (Berman and Roderick, 1977).

Quoting Lazarus (1973), Gerler and Keat (1977) mention seven aspects of human functioning that should be part of comprehensive instruction at the elementary school level. These aspects are: behavior, affect, sensation, imagery, cognition, interpersonal relations and drugs. Gerler and Keat state that the elementary school should "help children develop and practice new behaviors, experience the joy of expressing feelings in a non-judgmental environment, become more aware of bodily sensations, cultivate mental images helpful in reducing anxiety and fear, examine fundamental values, attitudes and beliefs, understand the process of establishing and maintaining interpersonal relationships, and know how drugs and diet may affect an individual's emotional and perceptual experience" (p. 148). Clearly, these growth experiences involve both cognitive and affective activities.

The meaning of integration between the affective domain and the cognitive domain is made more clear by examples of three common relationhips between affective and cognitive functioning provided by Brown (1975):

(a) The cognitive domain functions, but affect or feeling is anaesthetized: a child sits on the floor playing with an Ejector set, perhaps because his mother has told him to. He reads the directions, and carefully, step by step, he puts the pieces together. There is little joy in the process. He then

takes the pieces apart with the same lack of enthusiasm.

(b) The affective domain is predominant and in conflict with the cognitive domain: in one case the child throws pieces of the Ejector set at his baby brother. In another, he jams pieces together so hard that they break. There are a number of behaviors that could be described here.

(c) The affective domain and the cognitive domain are harmoniously integrated: the child, sometimes experiencing excitement and pleasure, sometimes frustration, puts the pieces together, making his own design or invention. He stays with his process of construction - personal creativity - until he feels and knows he is finished. As he constructs he uses his feelings about the pieces he is putting together in their new patterned relationships, and his knowledge about the characteristics such as length, diameter and function of each piece. His energy is directed toward a personally satisfying process of independent creativity. He feels alert, excited, substantial, worthwhile and capable of experiencing temporary frustration in the confidence of his strength and ability.

Anita Cassarino, writing in Brown (1975) states that educating the total individual consists of neither applying a lacquer of information nor of unleashing a geyser of knowledge. She described education as "developing a fluidity between the outer-human world and the inner-human world" (p. 174). If education is to be relevant to life, it must approach knowledge in a very human way, that is, through the human faculties of the mind, the senses, and the emotions.

Carl Rogers, the client centered psychologist, believes that learning should be spontaneous and should occur as the person becomes aware that what is to be learned is related to his own needs and his own desire to enhance himself (Evans, 1975). Rogers feels that conventional education from primary school through graduate school is probably the most "outdated, incompetent and bureaucratic institution in our culture" (p. 37). His deepest criticism of the educational system is that it is based upon distrust of the student. Rogers (quoted in Evans, 1975) states:

> . . . at the very age when he should be developing adult characteristics of choice and decision making, when he should be trusted on some of those things, trusted to make mistakes and to learn from those mistakes, he is, instead, regimented and shoved into a curriculum, whether it fits him or not (p. 39).

It appears obvious that Rogers would place the emphasis on self initiated learning and responsible freedom in the pursuit of knowledge and personal growth. He would probably agree with Piaget who, after 45 years of working with children, stressed the importance of the young child's innate capacity to put meaning into his universe. Piaget described this innate capacity as "magical thinking". He also stated that if one is to understand the child, "You must start your research at the beginning of that life and let the creature show you as it grows" (Pearce, 1977, p. xiii).

Rogers would contend that traditional education has largely ignored this innate capacity, and imposed its structured knowledge from without, thus stiffling much of the curiosity and wonder inherent in the young child. If we focus on the how, and the why, and the when the student learns, and how learning seems and feels from the inside - we might be on a much more profitable track (Rogers, 1969, p. 125).

The National Commission of Excellence in Education ("A Nation at Risk", 1983) makes a strong plea for education to focus on the goal of creating a Learning Society. At the heart of a learning society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes, and learning to cope with these changes effectively. Rogers (1969) claims:

> The only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than on static knowledge, is the only thing that makes any sense as a goal for education in the modern world (p. 104).

Dinkmeyer and Dinkmeyer (1980) present a similar view, maintaining that contemporary educational goals must go beyond the limit of the "three R's" to include the education of people who meet the challenges of life courageously because they are able to: "(a) relate with others, (b) be resourceful in problem solving, and (c) be responsible in their behavior" (p. 55). They point out also, that these attributes do not emerge spontaneously. Experiences that help develop these attributes need to be an integral part of a curriculum which includes social and emotional skills.

Brown (1971) describes the Ford-Esalen project's experiences with affective education. He includes several appraisals of affective programs made by teachers participating in the project. It was pointed out that student accomplishments were not analyzed numerically nor statistically. Measurement, in the words of one of the teachers, "was

simply an awareness of the outward signs of internal change, and of the changes occurring in the students' writing and speaking and learning" p. 208). The teacher saw the primary change as being a release from inhibitions to learning. The affective work was instrumental in removing barriers that blocked their learning.

A secondary accomplishment of the students in the project was learning how, and wanting to, express themselves:

> Feeling free to express oneself and one's feelings leads to self-confidence. Confidence in oneself leads to a greater appreciation of life and, in the case of students, a desire to want to know and to learn more. It also leads to the ability to take the knocks of life in stride and to move on (p. 209).

Confluent education means putting feelings and thinking together in the learning process. When it happens, the student is caught up in an atmosphere of meaningful experiences which promote his growth as a person, enabling him to participate responsibly in the learning process, whereby he can discover and uncover more and more of his innate potential.

The review of literature thus far has hopefully established the child as the central focus in the educative process, and the necessity of fostering the development of the whole child by nourishing both the cognitive and affective areas of his growth. Several affective education programs have been designed to foster both cognitive and affective growth. One of these - the Human Development Program - is the focus of this study.

The Human Development Program

The creators of the Human Development Program (H.D.P.) view it as an evolving vehicle continually moving many people, including themselves,

into unforeseen realms of discovery and learning. Begun as a curriculum strategy for affective education in primary and elementary grades (the Magic Circle segment), it has grown to include the following: A Curriculum on Conflict Management for children in the elementary grades, Innerchange: A Journey into Self-Learning Through Group Interaction, for adolescents in secondary school, Yo Puedo for Spanish-speaking adolescents in secondary school, Circle of Warmth: Ideas and Activities to Promote Family Oneness for parents and partners, and Customized Management Training for adults in the world of work (Palomares and Ball, 1980).

H.D.P. recognizes the individual's potential to grow and determine its own future. It assumes that human beings possess the innate desire to learn, create and excel, but also, that the human predisposition to co-operate and achieve can be easily thwarted or misdirected and is actualized only through appropriate guidance and training (Palomares and Ball, 1980, p. 15). This concurs with Carl Rogers' (1969) description of the child as eager to discover, eager to know, eager to solve problems. Rogers also states that:

> A sad part of most education is that by the time the child has spent a number of years in school, this intrinsic motivation is pretty well dampened. It is our task as facilitators of learning to tap that motivation, to discover what challenges are real for the young person and to provide the opportunity for him to meet those challenges (p. 131).

A similar idea is expressed by Berman and Roderick (1977) who report a researcher's observation of children in kindergarten and those in fourth grade, comparing the spontaneity, naturalness and responsiveness of the younger children with the controlled, quiet,

inhibited behavior of the older children. They state:

> Something happens to kill the natural learning of children. . . . Children are exposed to conditions which are threatening, even fearful; these conditions inhibit and eventually destroy the desire to learn (p. 168).

H.D.P. materials attempt to address that issue.

The program is based on the belief that costly behavioral problems such as failure, crime, mental illness and alcoholism result from ignorance, irresponsibility and faulty perception of reality. Thus H.D.P. is dually concerned with the growth and health of individuals and society, and assumes that full individual development cannot and must not exclude the development of a sense of responsibility toward others. Individuals can grow to their fullest potential only when they contribute in some way to society. When these contributions influence social systems to be more responsive to the people they serve, then support is created for further individual development.

All H.D.P. materials are based on the three theoretical areas of awareness, social interaction and mastery which underlie all developmental work.

Palomares and Ball (1980) explain that each of the three theoretical areas has two realms: experience and growth, and it is from these that H.D.P.'s two primary goals emerge. "Experience", in H.D.P. terms is simply what is; and "growth" is the actualizing of potential. H.D.P.'s two main goals are:

1) To assist people to recognize and respect their innate human characteristics gifts and needs - the experience aspects of awareness, social interaction and mastery.

2) To assist people to actively seek knowledge, understanding and skills in each of the three theoretical areas, both for personal growth and for the development of humankind.

It seems obvious from these goals, that H.D.P. materials would therefore be developmental and sequential that is relevant to the stage of individual growth and "arranged in such a way that learnings accumulate, the knowledge and skills gained from one activity providing the basis for more advanced learnings in the next" (p. 15).

Awareness

The channel through which humans experience their being is awareness, which Brown (1975), Rogers (1969 and 1980) believe to be, the acceptance of reality. Both Rogers (1969) and Brown (1971) view reality as being in continual flux. Consequently the individual must learn to experience himself as the part of the universe in which he finds himself from moment to moment. In order to do this he must be able to differentiate between the way he would like things to be, or imagines that they should be, and the way things are. This power to differentiate requires a more intelligent use of the mind and culminates in personal "existential responsibility" according to Brown (p. 102), "congruence", according to Rogers (p. 228) and "facilitative genuineness" according to Berman and Roderick (1977, p. 166).

An understanding of the principle of Unity in Diversity is basic to growth in awareness. When individuals are unaware of the universality of human experience and do not have ways to learn it, they are apt to suffer from the "delusion of uniqueness" (Sullivan, 1947). When a person acknowledges and accepts the principle of Unity in Diversity, self

respect and respect for others are likely outcomes. Palomares and Rubini (1973) make the point that as children grow older they begin to bury their feelings and thoughts, unconsciously distorting their expressions and actions. They begin to feel that "they are different, inferior, socially unacceptable - a feeling of negative uniqueness" (p. 655). H.D.P. is concerned with the processes of thinking, feeling and behaving. It is within these major realms of experience and development that one's level of awareness is particularly crucial (Palomares and Ball, 1980). Therefore, only as the child understands himself, his needs, his purposes, and his goals, is he free to become involved and committed to his unique growth process (Dinkmeyer, 1971). Palomares and Rubini (1973) claim that H.D.P. materials provide the opportunity to develop an awareness of their positive and negative feelings, their positive and negative thoughts, and constructive and destructive behaviors. The children discuss the difference between reality and fantasy, they discuss their ambivalence and fears, and they discuss the issues involved in making commitments, all of which help to dispel the delusion of uniqueness. The following anecdote illustrates this point:

> . . . a student ran home from school bubbling with excitement over the day's Circle Session. "Guess what, Mom? Lanny's afraid of the dark, Kathy's afraid of the dark, and Paul's afraid of the dark too! I'm not so silly after all!" (p. 655).

Mastery

Palomares and Ball (1980) describe mastery as an "I Canness" p. 35). Carl Rogers sees people as being on an endless growth journey which is sometimes blocked by negative or incongruent images of oneself

sometimes by inhibiting cultural conditions (Evans, 1975). Abraham Maslow (1968) states:

> The human being is so constructed that he presses toward fuller and fuller being and this means pressing toward what most people would call good values, toward serenity, kindness, courage, honesty, love, unselfishness and goodness (p. 155).

Mastery, then, is the growth toward personal effectiveness. Rogers (1969) would name that tendency toward growth "motivation". Palomares and Rubini (1973) state: "Mastery is what motivates a child to balance himself on a railroad track when it is easier to walk along the side" (p. 655).

The "I Canness" that is mastery, presupposes self esteem, positive self concept ahd self confidence. Self confidence builds as people acquire knowledge and skills in such a manner that they come to believe themselves capable. Self confident people experience themselves as successful. They know they can cope with challenges (Palomares and Ball, 1980). The concept of mastery is necessarily joined to what Palomares and Rubini (1973) call "responsible competence" (p. 655) and Rogers (1969) calls "responsible choice" (p. 266).

It must be pointed out that mastery emerges only as awareness and social interaction occur. The person has to be aware of himself and others, and acting in a social environment in order to actualize his uniqueness.

In its broadest sense, H.D.P. is intended to enhance teacher-child and child-child communication. It attempts to promote healthy emotional growth, help children develop interpersonal communication skills and improve their self concepts.

Social Interaction

One of the most obvious facts of human life is that people are social beings. With age, human beings become more autonomous and self sufficient, but they never cease to have needs that only a varied social environment can fill. Human development is dependent upon the satisfaction of basic interpersonal needs that cut across developmental stages. When needed support and assistance from key individuals and groups are provided, the person is likely to progress without great difficulty from one developmental stage to the next. Without appropriate human support, an individual's emotional, mental and social development are often arrested, while physical development continues. The result is that a person is chronologically but not psychologically able to manage a challenge (Palomares and Ball, 1980).

Palomares and Rubini (1973) point out that "something that I can do can make you feel good or bad". "Something that you can do can make me feel good or bad" (p. 656). Children can therefore realize that their behavior can have a harmful effect on others as well as a caring effect. In general:

> H.D.P. materials help children to be better listeners. They become more involved with each other and their teachers. Group cohesiveness is strengthened. Their motivation to learn increases as they experience successes. . . . They learn to verbalize their thoughts and feelings and to understand their behaviors. They learn the dynamics of interpersonal relationships (p. 656).

Other important aspects of social interaction mentioned by Palomares and Ball (1980) and emphasized in H.D.P. materials are: attention, acceptance, appreciation, affection, trust, social responsibility, interpersonal skills and empathy - all of which are highly prized in

Rogerian psychology.

Magic Circle

Most educators recognize the H.D.P. immediately when the term Magic Circle is used. This segment of the program was written for elementary school teachers and counsellors for use with groups of children. It consists of seven separate curriculum books called Activity Guides, one for each grade level from pre-school/kindergarten to sixth grade. Activity guides correspond roughly to the early childhood stage of development (Bessell, 1972).

Magic Circle is a systematic approach, being developmental and sequential at each grade level. It is based on the concepts that positive human interaction can be a very powerful force in making life meaningful, and that a certain amount of structure can enhance the quality of the interaction that takes place. For this reason, Circle sessions have a structured format. The students and their teacher share their thoughts and feelings and discuss their behavior through verbal interaction which is never forced or confrontative. This safe and accepting format allows for spontaneous expression, enabling participants to relate to each other in such a way that they learn to value one another. Palomares and Ball (1980) describe it as: "A high quality communication experience . . . a structured environment, a safe time and place for learning about life" (p. 15). Palomares and Rubini (1973) point out that the most important factor in the success of the program is the process by which the group leader manages the Magic Circle sessions.

The process is always the same:

1. Setting the tone;
2. Ground rules;
3. Topic is presented and a brief time to think;
4. Sharing experiences;
5. Optional review;
6. Cognitive summary;
7. Conclusion.

A Magic Circle Session consists of a leader and a number of students who gather for a 20 to 30 minute period of sharing, listening, and discussing. The Session is conducted in a structured environment with certain "ground rules" without which Magic Circle cannot operate. The rules for Magic Circle are:

1. Everyone gets a turn to speak to the topic;
2. A person may skip his or her turn;
3. Put-downs are not allowed;
4. Time is shared equally;
5. Everyone listens to the speaker;
6. Everyone stays in his or her own space;
7. No gossip is allowed (Ball, 1974).

The Magic Circle Process is based on certain theoretical assumptions such as the need for human beings: 1) to receive attention; 2) to be listened to; and 3) to understand the reason for doing what they are asked to do. The first of these needs is met during the participation stage for each session. The second need is met during the review, when the participants listen reflectively to each other; and the third need is met during the summary. It is also theorized that human beings need

to be appreciated, to receive approval, and to give and receive affection. These higher needs are served when the group has become comfortable with each other and the format (Palomares and Ball, 1980).

The general objectives of Magic Circle are:

1. To improve each child's self concept;
2. To increase respect for others;
3. To improve skills in interpersonal relationships;
4. To understand and become more aware of one's own emotions and those of others;
5. To develop the understanding that everyone experiences all of the emotions but in their own unique way;
6. To realize that people are okay in being themselves;
7. To become more in charge of, and responsible for, one's own behavior (Bessel and Palomares, 1973).

These general objectives are made more concrete in the following specific objectives:

1. To articulate thoughts and feelings verbally, and to feel comfortable and natural while doing it;
2. To listen attentively to other people as a positive habit;
3. To reflect to people what they heard the other say as a natural part of conversation;
4. To increase understanding of how thoughts, feelings and behaviors operate in people (Palomares and Ball, 1974).

Research Investigations of Magic Circle

The Human Development Training Institute prepared a review of

research investigations of Magic Circle prior to November, 1977. The review is subdivided into three areas: 1) literature based on reasonable objectivity; 2) literature based on subjective responses or descriptive statistics; and 3) investigations concerning the impact of the H.D.P. Educator Training Workshop. Thirty-five independent research investigations were referenced. The majority of these concern themselves with measurement of growth in the development of self concept or academic achievement, either alone or in combination with self concept.

Twelve of the 35 studies measured the effects of Magic Circle on student self concept and related variables. Seven of the 12 (Bozym, 1976; Day, 1977; Doll, 1975; Kinghorn, 1976; Mestler, 1974; Mosser and Evans, 1973; and Zubowicz and Simpson, 1977) reported either positive effects, strong positive trends, or mixed results which were more positive than negative. Five investigations measuring self concept reported no significant effects.

Three of the 35 studies examined awareness and respect for self and others. Two of these (Elbert and Whitfield, 1970; and Minteer, 1971) reported significant positive effects on student awareness.

One study (Zubowicz and Simpson, 1977) showed significant positive effects on communication and language skills. Two studies (Fearm, 1970 and Finstermacher, 1972) measured Magic Circle's effect on oral language development, particularly the development of affective vocabulary, and reported H.D.P. effectiveness. Also, studies by Friedman (1976) and Savedra, Rivera, and Cordova (1970) reported H.D.P. effectiveness as an aid in language acquisition for students in English-as-a-second Language and Bilingual Education classes.

Six of the 35 studies measured variables having to do with building positive relationship skills. Of these, four (Darregrand and Gum, 1973; Elbert and Whitfield, 1970; Minteer, 1971; and Strickler, 1973) showed positive effects.

Eight studies measured the effects of Magic Circle on academic performance. Six of these (Bozym, 1976; Brett, 1973; Day, 1977; Fenstermacher, 1972; Jackson, 1973; and Nogid, 1972) reported significant academic gains in treatment groups.

Three studies (Brett, 1973; Delaporte, 1976; and McGee, 1971) reported significant increases in intellectual functioning after Magic Circle treatment.

Other Research Investigations

McMurray (1977), Slauson (1976), and Thompson (1974) studied the effect of Magic Circle on self concept of children. None of these showed the effects of Magic Circle to be significant.

Hess, Peer, and Porter (1978) studied the effect of Magic Circle on the self concepts of sixth graders. The results, though favorable toward Magic Circle, should be viewed with caution since only eight treatment sessions were held. Responses to a questionnaire designed to obtain information about perceived benefits of the sessions revealed three particular benefits: understanding of other people, freedom to express feelings, and tolerance of others.

Anderson (1979) studied the effect of Magic Circle on the self concept of fourth and fifth grade students, using a treatment group, placebo group, and control group and five measures of the various

dimensions of self concept. Treatment sessions were held twice weekly for 10 weeks. Results indicated no significant difference between pre- and post-tests for any of the five measures used.

Calsyn, Quicke and Harris (1980) studied the effect of a relationship enhancement curriculum on interpersonal relationships of fourth and fifth grade students. The study also examined the causal relationship between communication skills and self esteem. Only four treatment sessions were held. It was concluded that children's communication skills can be increased with a relationship enhancement curriculum of relatively short duration. The study found that the treatment had no significant effect on the self esteem of students. The study also found no significant correlation between communication skills and self esteem of students.

Haughland (1980) conducted a study to investigate the effect that regularly experiencing the Human Development Program at a grade one, two and three level would have on the attention to task of children identified as having difficulty in that area. At each grade level there was a treatment group, a non treatment group and a group experiencing traditional sharing time. Each group met at least three times a week for 10 weeks. Data were collected using a time-sampling observation method, with observations made of both regular classroom sessions and treatment sessions.

Analysis of covariance followed by a post hoc Scheffe Multiple Comparison of Group Means revealed that a significant treatment effect was evident for the grade three group but not for either of the other two grades. Results did, however, show positive trends for these two grades.

Mather (1983) in response to a voiced need for in-service training in the use of Magic Circle materials prepared videotapes and printed materials for use in Magic Circle Workshops. The objective was to tape as many different sessions as possible. All the sessions were spontaneous so that the final product would be as natural as possible. The tapes were reviewed and as the content was determined, script was written to enhance the video and the audio of the tapes. The script underlined techniques such as reflective listening, open-ended questions and self disclosure as they were demonstrated. Additional script gave an overview of the rationale for the rules and procedures. The total presentation was then divided into three segments: Process, Implementation and Outcomes. Tapes and script were then edited and music was added at the beginning and end of the first and third segments. Charts and handouts to supplement the audio-visual material were prepared. Among these were theoretical background, objectives, rules, procedures and sample topics for Magic Circle. The agenda for workshops was also established.

A formal presentation of the entire workshop was given to 29 participants, after which they were requested to respond to a questionnaire designed to evaluate the workshop. This procedure was repeated for three different groups. Results were unanimously favorable.

Children's attitudes toward Magic Circle were studied by Gerber and Pepperman (1976) and Day and Griffin (1980). The Gerber and Pepperman study extended over a two year period with sessions held twice weekly. The Day and Griffin study extended over one year, with sessions held

daily. Gerber and Pepperman prepared and administered an attitude questionnaire containing four categories of items: enthusiasm, learning, expression of feelings, and listening. The Day and Griffin study used the same attitude questionnaire but with five additional items.

In general, the findings of these two studies were similar. The trend of enthusiasm seemed to be age and grade related - with enthusiasm declining with age and grade. A similar finding was noted in relation to learning and expression of feelings. About 20% of the students felt that ridicule was experienced in Magic Circle sessions. For this reason they were afraid to make verbal contributions. The general conclusion from both studies was that second graders are generally positive in their attitudes toward Magic Circle; fourth graders are ambivalent; and sixth graders are generally negative.

Baskin and Hess (1980) reviewed seven affective education programs and their evaluations. The seven programs were:

1. A cognitive approach to solving real-life problems;
2. DUSO;
3. Human Development Program;
4. Interpersonal skills training;
5. Project AWARE;
6. Schools Without Failure;
7. Teacher Effectiveness training.

The authors stated that although affective education programs differ among themselves in emphases and theoretical assumptions, the major goals can be grouped within one or more of three areas:

1. Internal emotional - feelings, emotions, self esteem and

attitude toward school;

2. Cognitive - understanding of the principles of social causation and the ability to generate alternative solutions to hypothetical social situations;

3. Overt behavioral - observable interpersonal behavior.

In the judgment of the reviewers, Magic Circle was deemed to be effective in raising student self esteem - an internal emotional goal; in understanding social causation, developing self knowledge, and gaining ability to talk about emotions - cognitive goals; and overt behavioral goals (p. 43).

Baskin and Hess also discuss problems and issues in the evaluation of affective programs. They state:

> The evaluation of affective education programs shares the usual methodological problems faced by efforts to assess educational programs. It must attend to principles of evaluation procedure that many consider to be de riguer. These include (a) utilization of a comparative or control group, (b) random assignment of subjects to treatment and control groups, (c) pre- and posttesting of groups, (d) use of testers who are "blind" with respect to the purpose of the evaluation and identity of treatment and control groups, (e) use of instruments with established reliability and construct validity, and (f) evaluation of the program objectives that were incorporated into the implementation (p. 46).

Some of these problems were met in most of the research studies mentioned in this chapter.

Baskins and Hess further state:

> The second major problem arises from the known susceptibility of the affective-social behavior to contextual influences and the uncertainty about the stability of such behavior over time. It seems likely, for example, that affective programs are unusually vulnerable to the Hawthorne effect; post program "gains" may be experimental artifacts. Also, the effects of intervention, when they are clearly produced by the programs, may be more easily eroded in affective than in academic types of behavior. The contextual supports that assist individuals to change their behavior

> - group encouragement, reinforcement by the group leader, etc. be altered or withdrawn when the program ends. Patterns of reinforcement and stress that were familiar prior to participation in the program may be encountered again when it is over (p. 47)

Several additional problems met in the evaluation of affective programs and mentioned by these authors include the difficulty of measuring self concept and self esteem; the tendency of subjects to respond to items in a socially desirable manner; differences in self disclosure that subjects are willing to make; and differences among subjects in their awareness of their own internal states.

Medway and Smith (1978) examined four affective education programs - Magic Circle being one of them. The other three programs were DUSO (Dinkmeyer, 1970), Dimensions of Personality (Limbacher, 1973) and Toward Affective Development (Brody, 1974). The point is made by Medway and Smith that although the four programs were designed to enhance affective development and were fairly similar in terms of their materials and instructional processes, the activities of each program were derived from somewhat different theoretical perspectives. Therefore it is not surprising that actual outcome research on the programs is inconsistent. These evaluators also state that problems of interpretation were complicated by choice of outcome measure, length of program treatment and qualifications of program administrator. Another problem mentioned is that results obtained from author developed self-perception measures, from standardized self concept measures, and observer ratings have rarely coincided (p. 267).

Problems Presented in the Literature

It can be seen from the literature related to humanistic education

and to H.D.P. theory that Magic Circle seems to have a sound theoretical base in humanistic psychology and humanistic education. One wonders then why much of the research related to its effectiveness is either inconclusive or negative. One may speculate that several factors contribute to this situation:

1. The Circle leader. Two concerns seem obvious. Dinkmeyer (1980) states: "Many educators are afraid of feelings - their own as well as those of their students" (p. 51). Rogers (1961) would claim that unless the facilitator is in touch with her own feelings and attitudes, she is incapable of guiding others. The second concern is the need for in-service training to prepare teachers for effective facilitation of the Magic Circle. Not all teachers have expertise, training or personal conviction necessary for running a self enhancement program.
2. Difficulties in measurement - particularly of self-concept. One would assume that self concept changes slowly. Therefore studies of short duration would be suspect. The research reported by Baskin and Hess (1980) and Medway and Smith (1978) highlighted this difficulty. Research is needed to clarify the definition and measurement of self concept and self esteem.
3. Duration and concentration of exposure to Magic Circle Sessions. Most of the studies were of short duration and limited concentration. Studies of a five-week duration with two sessions per week and using pre- and post-testing included, would appear to be insufficient exposure to reveal changes in self concept or most other variables.

4. Development Profile. This measuring device uses subjective interpretation which can diminish reliability and it lacks concreteness which can diminish validity.
5. Age and Grade effects. The research showed that generally, effectiveness of and favorable attitudes of students toward Magic Circle was related to age and grade, with both effectiveness and favorable attitudes decreasing with age and grade of student. This situation might be improved if emotional education started earlier and continued through several years. A longitudinal study might prove this to be true.

The present research represents an attempt to address some of the issues raised in previous research. The main objective of the study is formulated as a question: What aspects of Awareness, Mastery, and Social Interaction does Magic Circle actually foster in Grade One and Grade Two children?

The study represents an attempt to confirm the hypothesis: There will be evidence of growth in Awareness, Mastery, and Social Interaction in first and second grade children after 22 weeks of daily Magic Circle sessions.

CHAPTER III

METHOD AND PROCEDURES

The method and procedures used in the conduct of this study were determined by the constraints of time, the main research objective, the available personnel, and the teaching assignment of the researcher. The methods and procedures used in the study and the justification for decisions made - regarding sample, data collection, and analysis are described, hereafter.

The initial step in the project was to become familiar with the Magic Circle theory and the Magic Circle process. Resource materials used for this phase were: Grounds for Growth - H.D.P.'s Comprehensive Theory (Palomares and Ball, 1980), an audiovisual presentation of Magic Circle sessions with supplementary script and related literature prepared by Mather (1983), and a cassette tape entitled Tips for Leading the Magic Circle, prepared by Palomares and Associates.

Sample

The nature of the classroom setting determined the choice of sample. The class consisted of 14 first graders and 8 second graders. Although these numbers approached the upper limit suggested for Magic Circle sessions, constraints of time and personnel and the desire to expose all students to the sessions led the researcher to include all students -- hence no experimental versus control grouping. About 75% of the

children lived in trailer court housing. The remainder were from either the immediate area, or were bussed from surrounding areas.

Instruments

1. Magic Circle Activity Guide Level II - treatment. It contains the rules, procedures, circle format and discussion topics and other activities that comprise Magic Circle sessions.
2. Bell and Howell audiotape recorder and 60 minute tapes (Realistic Supertape^{R} Gold).
3. Human Development Program's Developmental Profile (Bessell and Palomares, 1970) - a rating scale designed to analyze the child's development in the areas of awareness, mastery, and social interaction (Appendix II).
4. A teacher-prepared observation check list of items designed to obtain additional information regarding student behavior during Magic Circle sessions (Appendix I).
5. A teacher-prepared parent feedback Questionnaire designed to obtain parent feedback relative to the effectiveness of Magic Circle sessions for their child (Appendix III).

Method

1. Magic Circle sessions were organized and conducted according to the procedures set down in the Magic Circle Activity Guide Level II. Circle sessions were held with two groups for a 20-25 minute period each day - and as much as possible at the same time of day. The same topic was addressed by both groups. Circle sessions were initiated in December and terminated in mid-June.

Child-led sessions were initiated when and in the manner suggested in the Activity Guide. All sessions were audiotaped, using a Bell and Howell recorder set and 60 minute tapes. Each tape was filled before a second was begun. A total of 120 sessions were recorded on 37 tapes. All taping was done by the teacher-researcher.

2. At the end of each week, the tapes were transcribed by the researcher, using a separate notebook for each child. Excerpts from the transcribed tapes are presented in Appendix 5. In addition to the transcribed data, teacher-noted aspects of verbal and non-verbal behavior were recorded for each child.
3. At the end of each six week period, the teacher rated each child using the H.D.P. Developmental Profile. Parents were requested to rate their child on a separate Profile at this time.
4. At the completion of the 25 weeks of sessions, parents were requested to respond to the teacher-prepared questionnaire.

Data Analysis

The question addressed in the study is: What aspects of awareness, mastery and social interaction does Magic Circle actually foster in Grade One and Grade Two students?

The analysis of the data involved the identification of the behavioral outcomes as manifest in the taped Magic Circle sessions. The identification of these outcomes was done by the researcher.

In order to establsh inter-rater reliability, three professional colleagues examined an arbitrary random selection of the transcribed tapes for manifestations of awareness, mastery and social interaction.

The three raters were trained by the researcher. The training consisted of 1) viewing the audiovisual presentation of Magic Circle sessions prepared by Mather (1983); 2) listening to the tape entitled Tips for Leading the Magic Circle (Palomares and Associates); 3) reading the information on awareness, social interaction, and mastery given in the review of literature for the study; and 4) discussion of the 18 items included in the Questionnaire that had been sent to parents. A Pearson Product-Moment Correlation was calculated for inter-rater reliability and was found to be .89.

A preliminary analysis of the data showed that behavioral outcomes could be subgrouped under the main headings of awareness, mastery and social interaction. From the complete list of behavioral outcomes, a reduced list of 18 outcomes was prepared. This list was used in the further analysis of data. It was used also as the basis for the questionnaire sent to parents.

A data file was prepared for each child. It contained his/her: 1) list of behavioral outcomes; 2) Developmental Profiles; 3) teacher noted observations; and 4) parent responses to the questionnaire.

Although the major emphasis in the study is descriptive, two statistical procedures to determine significant growth in Awareness, Mastery and Social Interaction were also used. These were Single Factor Anova with repeated measures and Newman-Keuls/Scheffe comparison option.

CHAPTER IV

FINDINGS AND CONCLUSIONS

This study represented an attempt to identify the aspects of awareness, mastery and social interaction that are fostered in Grade One and Grade Two children during daily Magic Circle sessions, and to test the hypothesis: There will be evidence of growth in Awareness, Mastery and Social Interaction after 22 weeks of daily Magic Circle sessions. The focus in the study was the student interrelating with teacher and with other students and thereby discovering and developing his/her person and potential. The researcher felt that the most useful type of data would be descriptive, observable and therefore subjective. However, statistical procedures were also employed.

Hereafter, are prescribed findings pertinent to inter-rater reliability and main findings resulting from analysis of the data.

Inter-rater Reliability

A Pearson Product Moment Correlation was calculated to compare the similarity of judgment among the researcher and three professional colleagues in identifying Magic Circle outcomes. The researcher and the three colleagues examined independently three tapes, one dealing with awareness outcomes, one dealing with mastery outcomes and one dealing with social interaction outcomes. For each outcome, all four raters answered yes or no to the question: Does this outcome speak to the

topic being discussed in the Magic Circle session? Raters' responses were coded and the coefficient of correlation estimate was .89. This high degree of correlation between raters indicates replicability of the study and solid delineation of the variables under study.

Findings

Analysis of awareness, mastery and social interaction consisted of the examination of each shared verbalization to determine whether or not the child was able to verbalize the specific behavior stipulated by the topic for each session, for example "I did something that made me feel good". A child verbalizing a statement such as "When I play with my baby sister I feel good" was judged to be aware of her good feelings.

Unit I

The first three weeks of Magic Circle sessions (Unit I) dealt with the topic of Awareness. The topics discussed were intended to help the children recognize their Feelings, Thoughts and Behaviors, both simple and mixed. The children were led from the simple recognition of their own good and bad feelings, thoughts, and behaviors to the recognition of the good and bad feelings, thoughts and behaviors of others which may be different from their own.

It was found that from the beginning session the children could, for the most part, verbalize good and bad feelings, thoughts and behaviors. It was noted however, that several children used incomplete sentences, often just one or two words, and tended to make a group response, that is, follow a pattern initiated by one child. For example, in the topic, "Having good feelings", one child says "Riding my bike gives me a good

feeling"; the next child says "Riding my dirt bike gives me a good feeling". A third child says "Riding my horse gives me a good feeling". A particular difficulty experienced initially by all 22 of the children was the inability to verbalize an example that would illustrate both a positive and a negative aspect of a single happening. For example, in the topic "I had a nice thought and a bad thought about something", the children recounted either the nice or the bad, but not both.

By the end of the third week most children were verbalizing simple feelings, thoughts, and behaviors quite adequately but were, for the most part, still unable to verbalize mixed feelings present in one happening.

Unit II

Weeks four through six (Unit II) of Magic Circle sessions focussed on Mastery, with emphasis on the building of self confidence, self sufficiency and personal effectiveness. Topics in this unit were intended to encourage the children to recognize the things they can do (power) to meet their needs. They are encouraged also to recognize things they can do, but may choose not to do (self-control); and finally, they are led to try to see the consequences of their power to be and to do.

All 22 children were able to identify a power that they possessed and felt good using. An example: "I do gymnastics very well, and it makes me feel happy". Most of the children verbalized a statement illustrating the practice of self control, but a "group response" was obvious from the similarity of statements.

In the early discussion of awareness of needs and how to meet them,

the group response was again manifest. However, when this activity was repeated in later sessions, most children were able to provide more examples of their own individual experiences.

A similar finding was noted for early discussion of the consequences of behavior. Subsequent discussions were judged to show that many of the children had internalized the experiences shared by others, and from this internalization they were led to recognize their own unique experiences.

An interesting finding was noted in discussions of "How I got into trouble". One of the children recounted stories that were obviously from the realm of fantasy. Initially his "adventures" were the center of attention for the group, but gradually the children became aware that the adventures were not real, and their negative feedback helped the story teller to realize the unreality of his behaviors.

In the discussion of "There was no way to avoid trouble", it became evident that several of the children did not grasp the possibility of alternatives for negative behavior. This seemed to be a particular difficulty for boys.

By the end of the sixth week, general classroom behavior reflected growth in the area of self awareness and individual effectiveness. Personal autonomy began to be observable in individual children.

Unit III

Weeks seven through nine (Unit III) focussed on Social Interaction: Understanding how people affect each other. In week seven the children discussed Getting and Giving Approval. The children moved easily from "I did something that somebody liked" to "We did something for each other."

In the initial exposure to the topic of Getting and Giving Disapproval, most children were reluctant to share an experience involving either blame or guilt on the part of themselves or others. Most children preferred not to address the issue, while those who did, shared experiences which occurred at a safe distance from the group.

In the discussions of Getting and Giving Attention while children may not have grasped the complete notion of attention, they did come to understand that giving and getting attention makes them the center of interest for the moment.

During the final session of Unit III when children shared experiences of "I did not know how to get attention", they were able to offer helpful suggestions to each other.

Unit IV

The first week of the Unit was spent on teacher-led awareness activities. The topics were intended to be a review of Unit One. The children showed what could be termed adequate awareness of good and bad feelings, thoughts, and behaviors. However, many were still unable to verbalize an association of positive and negative in the same happening. For example, in discussing "When I got scared and it was fun", most children were not able to deal with fear (scared) and fun.

The last two weeks of this unit were child-led Magic Circle sessions. For the first five or six sessions, the child-leader was elected by vote. It became obvious, however, that the more popular children were voted in first, thus giving the less popular child a feeling of sadness and rejection, whereupon the less popular students

asked for an alternate method of child-leader selection. Since all children were anxious to have a turn as child-leader, it was decided to use Register order - to ensure no built-in "put-downs".

In the child-led sessions, it was quite evident that the child-leader experienced the most growth since he/she was called upon to practice being a responsible and considerate person. He/she learned very quickly the necessity of structure and rules.

All child-led sessions in this unit were on awareness. For each session, the children were given a list of five topics from which they selected one. The selection was made by vote. It was noticed that they were unwilling to select topics such as "Something that made me feel good and bad at the same time", and "A bad result from something I did".

By the end of Unit IV it was found that all children appeared to be quite comfortable in the group and anxious to participate in Circle sessions, thus indicating that for them, Magic Circle provided a safe and pleasant environment.

Unit V

The sessions in this unit provided the second series of Mastery activities. The children reviewed powers they had identified in Unit II. No particular difficulties were found in the teacher-led sessions.

The first topic chosen in the child-led sessions was "What we did on Monday". In this session, children recounted an experience of something they did well. The experiences shared, for the most part, showed not only mastery, but awareness and social interaction. For example, "On Monday, I had this problem in Math, eh. My friend Nolan came and helped me.

Then I was able to do it by myself. It made me feel happy and it made Nolan feel happy".

It was during these child-led sessions on Mastery that the teacher noticed that all children were now using complete sentences, were showing improved vocabulary, were giving individual responses rather than reiterating group responses, and also that children were more supportive of each other.

In the first three sessions of Unit I, 32 of the 66 verbalizations (49%) were given in complete sentences, whereas in the first three sessions of Unit V, 62 of the 66 verbalizations (94%) were given in complete sentences. Not only were sentences complete, but verbalized experiences often contained several complete sentences. For example, Laura's Unit I verbalizations were: 1) "Going skating"; 2) "Mom having a baby", and 3) "Someone calling me names". Her Unit V verbalizations were" 1) "When I needed my bike I asked this big boy Melvin to get it for me and he did, and that made me feel happy"; 2) "When my Mom told me not to go jumping on the waterbed and I did, I got into big trouble. I learned not to do it again"; and 3) "When my Mom needs help making stuff, I help her and it makes me feel happy".

Unit VI

This unit was the children's second exposure to Social Interaction activities. Very little difference was noted in the children's ability to relate experiences involving blame or guilt in relation to self or others in the group. In the child-led sessions of this unit, there was an obvious reluctance to choose topics such as: "I did something that the teacher did not like" or "I disappointed someone" or "I can make you feel

bad or good" or "Somebody said something they didn't mean".

Unit VII

A teacher-led session in this unit will illustrate the growth in self and group awareness achieved by this time. Lindsay is sharing an experience of "The bad results of my behavior": "When 'Dusty' (horse) bucked, I fell off, got into trouble and got a spanking". The group questioned the fact that she got a spanking simply because the horse bucked. Student probing led Lindsay to enlarge upon her experience. "Oh", she said. "I was supposed to ride her in the pen, but I took her downtown and she was never there before". Then they were able to grasp a cause and effect relationship. Lindsay's initial statement that the horse bucked and she got a spanking shows her reluctance to take the responsibility for her action. Magic Circle helped her to recognize and verbalize the reality of the situation.

The child-led sessions for this unit dealt with problems and experiences unique to the class, the school and certain extracurricular activities such as "Behavior on the bus", "Problems in Interpersonal Relations", "Swimming Pool behavior" and "Field Trips behavior". All these sessions were conducted in an accepting and supportive manner. Evidence of this is shown by the following examples:

1. "My feelings about the last day at the pool". Jennifer is sharing her feelings. "I felt sad because I didn't get the chance to go on to a higher color in swimming. I caught warts at the pool and I had to stay out of the water for three whole weeks because the other kids might catch them and then

the whole school couldn't go swimming".

2. During physical education time, the class was engaged in relay races. Lindsay and Laura were in competition. Lindsay, being more popular, was being cheered on by a chorus of "Go Lindsay, go!" Suddenly, Laura stopped running and burst into tears. The teacher approached her and Laura tearfully said, "This isn't fair. My feelings are hurt and I am part of the class too, but they are all cheering for Lindsay". We discussed the event in a Circle session and the whole class became more aware of the negative effect of their behavior on Laura.

Additional Sessions

In the final week of Magic Circle session, all sessions were led by the teacher. One session dealt with a problem suggested by a parent, another session dealt with a problem suggested by a student, and in the two remaining sessions, the children discussed what they had learned from Magic Circle.

In the situation suggested by the parent, the child complained strongly about not having friends and "everybody was picking on him without cause". The child agreed to air the problem in a Magic Circle session, where it became apparent that the problem was not one-sided. While initially there was reluctance on the part of the children to blame either side, gradually the total truth unfolded: Courtney's behavior (swearing, temper tantrums, teasing, and refusal to participate in games) was isolating him from the rest of the class. Negative feelings generated in the others by this behavior were being expressed in name-calling ("Big ears") and rejection. Toward the end of the session

Courtney admitted to the negative behavior and the rest of the class admitted their negative reactions. The session ended with suggestions for positive behavior on both sides.

The session dealing with a child-suggested topic was spent discussing Kim's problem. Kim had been absent from school for several weeks through illness. When she returned, she was required to remain indoors for two weeks, thus no recess with the other children. As a result, she found herself isolated, and lonely, and unable to re-enter the group unaided. Independently she brought the problem to the teacher and asked that it be presented in a Magic Circle session. As a result of discussion in Magic Circle, Kim was affirmed and supported by individual members of the group who shared positive thoughts and feelings about her. This, in turn, affirmed the children in their power to do good.

The two anecdotes recounted above affirm for the researcher, the belief that when children are permitted to think their way through to new understandings, the concepts they derive in the process have greater depth, understanding and durability. As a result of the discussions, the children have become more autonomous and more solidly based in reality.

The two final sessions dealt with the children's verbalizations of what they had learned from Magic Circle sessions. A variety of responses were forthcoming:

"I like listening to other kids talking".

"Magic Circle helps me not to fight with my sister".

"Magic Circle helped me to get a friend".

"Magic Circle helped me to speak up".

"Magic Circle helped me to share my feelings with my mother".

"Magic Circle helps me learn about everybody's life".

"I got more friends and it helped me speak out louder".

Teacher Observations

At the end of each week of Magic Circle sessions, the teacher-researcher recorded observations noted during the sessions. Most of the observations related to the Magic Circle Process. The observations are summarized as follows:

1. Most children spoke to the issue.
2. Most children tended to pass when discussion centered on self-blame or guilt.
3. General participation in the review indicated that most children listened consistently and attentively.
4. Generally speaking, the rules of Magic Circle were well followed.
5. Initially, there was a strong tendency to group response, but this gradually lessened and by the end of the program had almost completely ceased. For example, in the Unit I topic dealing with bad feelings, 15 (69%) of the 22 children verbalized what was considered to be a "group response". In contrast, for a similar topic in Unit VI, only 6 (28%) of the children verbalized a group response.
6. Positive responses to the feelings and ideas of others was general.
7. Negative reactions on the part of participants were minimal.
8. Displays of hesitancy, stammering, shyness on the part of two or

three children caused an impatience in the more articulate children.

9. Participation in both review and cognitive summary were excellent.
10. Non-verbal communication clues included: shyness (blushing, bowed head); pushing and shoving among the boys; toying with shoe laces; nodding affirmation; clapping; visual contact with the speaker; and most children participated without disturbing others.

Developmental Profile

This instrument was designed by the authors of the Human Development Program to indicate developmental trends in Awareness, Mastery and Social Interaction, with consideration of both the personal and the social aspect of each area. A 10-point rating scale is used by the teacher to indicate the perceived level of achievement in each area after six weeks and every sixth week thereafter, as long as Magic Circle sessions are held.

In this study, rating scales were used after 6, 12, 18 and 22 weeks of Magic Circle sessions. Parents were invited to participate by using a second identical rating scale at the same time periods.

The teacher-researcher completed a Developmental Profile for each child (a total of 22). Eighteen Profiles were completed by parents, and one additional parent Profile provided incomplete data.

Using the data obtained from the Developmental Profiles, a set of graphs depicting teacher perception of each child's development in each

of the three areas was prepared. A similar set was prepared to show parent's perceptions of his/her child's development in each of the three areas. These graphs are included in Appendix 4. In each graph, the solid line indicates the personal aspect of the areas considered, i.e., Awareness, Mastery, Social Interaction. The broken line indicates the social aspect of the area. Examination of the graphs indicates modest but continuous growth over time with growth being more obvious after 18 weeks of Magic Circle sessions.

Developmental Profile data provided by the teacher were compiled in tabular form also. Data provided by parents were not tabulated in this way, nor were they analyzed statistically.

Teacher Perception of Growth in Awareness

Two aspects of awareness were rated. These were awareness of self (personal aspect) and sensitivity to others (social aspect). After six weeks of Magic Circle sessions, rating scores for self awareness ranged from a low score of 3 to a high score of 8, with a group mean score of 5.045. For sensitivity to others at this time, scores ranged from 4 to 8, with a group mean score of 5.5.

After 22 weeks of Magic Circle sessions, rating scores for self awareness ranged from 5 to 8, with a group mean of 6.818. For sensitivity to others, the scores ranged from 6 to 8, with a mean score of 7.091.

Table 1 shows the means and standard deviations for growth in awareness of self rated at 6, 12, 18 and 22 weeks of Magic Circle sessions.

Table 1

Means and Standard Deviations for Awareness of Self ratings for 22 Students after 6, 12, 18 and 22 weeks of Magic Circle sessions

	Time (in weeks) 6	12	18	22
Means	5.045	5.312	6.318	6.878
Standard deviations	1.396	1.287	0.995	1.053

An analysis of variance was performed to see where the differences exist. A summary of the analysis of variance is presented in Table 2.

Table 2

Summary of Analysis of Variance for repeated measures of self ratings for 22 students after 6, 12, 18 and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.10037500E + 03	21	0.47797613E + 01	
Within subjects	0.65250000E + 02	66	0.98863631E + 00	
Repeated measures	0.45852051E + 02	3	0.15284017E + 02	49.64
Residual	0.19397949E + 02	63	0.30790395E + 00	
Total	0.16562500E + 03	87		

Since the Analysis of Variance (F-ratio 49.64) showed significant differences, a Newman/Keuls was performed to examine differences between all possible pairs of means. These data as shown in Table 3.

Table 3

Newman/Keuls Test of differences between all pairs of means

Groups of Means	Difference	Significance
1 and 4	1.773	$p. < .05$
1 and 3	1.273	$p. < .05$
1 and 2	0.273	$p. < .05$
2 and 4	1.500	$p. < .05$
2 and 3	1.000	$p. < .05$
3 and 4	0.500	$p. < .05$

It can be seen from Table 3 that significant differences do exist between pairs of means. It can be concluded, therefore, that growth in awareness of self has indeed occurred from one rating period to another.

Similar statistical procedures were followed to test for growth in the social aspect of awareness-sensitivity to others. The means and standard deviations for increases in sensitivity to others are presented in Table 4.

Table 4

Means and Standard Deviations for sensitivity to others ratings for 22 students after 6, 12, 18 and 22 weeks of Magic Circle sessions

	Time (in weeks)			
	6	12	18	22
Means	5.50	5.727	6.636	7.091
Standard Deviations	1.758	1.568	0.978	0.948

A summary of the Analysis of Variance for the variable sensitivity to others is presented in Table 5.

Table 5

Summary of Analysis of Variance for repeated measures of sensitivity to others for 22 students after 6, 12, 18 and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.12723877E + 03	21	0.60589886E + 01	
Within subjects	0.60750000E + 02	66	0.92045450E + 00	
Repeated measures	0.37215820E + 02	3	0.12405273E + 02	33.21
Residual	0.23534180E + 02	63	0.37355840E + 00	
Total	0.18798877E + 03	87		

Again, the F-ratio indicated significant difference. Newman/Keuls Test of Differences between all pairs of means resulted in significant differences among means. These results are presented in Table 6.

Differences between all pairs of means were significant beyond the .05 level. It can be concluded therefore, that growth in sensitivity to others did occur.

Teacher Perception of Growth in Mastery

Two aspects of mastery were rated. These were the personal aspect of self confidence and the social aspect of effectiveness. After six weeks the ratings for self confidence ranged from a low of 2 to a high of 9, with a group mean of 5.227. After 22 weeks the ratings ranged from 4

Table 6

Newman/Keuls Test of difference between all pairs of means

Groups of Means	Difference	Significance
1 and 4	1.591	p. < .05
1 and 3	1.136	p. < .05
1 and 2	0.227	p. < .05
2 and 4	1.364	p. < .05
2 and 3	0.909	p. < .05
3 and 4	0.455	p. < .05

to 9 with a group mean of 6.955. For effectiveness, the ratings after 6 weeks ranged from a low of 2 to a high of 8, with a group mean of 5.591. After 22 weeks the ratings ranged from a low of 4 to a high of 8, with a group mean of 7.091. As with awareness, growth was more obvious after 18 weeks. Means and standard deviations for growth in self confidence are presented in Table 7.

Table 7

Means and Standard Deviations for self confidence ratings of 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

	Time (in weeks)			
	6	12	18	22
Means	5.227	5.364	6.182	6.955
Standard Deviations	1.794	1.808	1.516	1.153

Analysis of Variance results are summarized in Table 8.

Since the F-ratio was significant beyond the .05 level, Newman/Keuls test of difference between all possible pairs of means, was performed.

Table 8

Summary of analysis of Variance for repeated measures of self confidence for 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.18609106E + 03	21	0.88614788E + 01	
Within subjects	0.63500000E + 02	66	0.96212119E + 00	
Repeated measures	0.42409180E + 02	3	0.14136393E + 02	42.23
Residual	0.21090820E + 02	63	0.33477491E + 00	
Total	0.24959106E + 03	87		

These data are presented in Table 9.

Table 9

Newman/Keuls Test of differences between all pairs of means

Groups	Difference	Significance
1 and 4	1.727	$p. < .05$
1 and 3	0.955	$p. < .05$
1 and 2	0.136	$p. < .05$
2 and 4	1.591	$p. < .05$
2 and 3	0.818	$p. < .05$
3 and 4	0.773	$p. < .05$

Significant differences (.05 level) were identified for each pair of means. It can be concluded that growth in the self confidence aspect of Mastery did occur.

Means and standard deviations for effectiveness ratings are presented in Table 10.

Table 10

Means and standard deviations of ratings of Effectiveness for 22 students after 6, 12, 18 and 22 weeks of Magic Circle sessions

	Time (in weeks)			
	6	12	18	22
Means	5.591	5.864	6.682	7.091
Standard deviations	1.590	1.352	1.1030	0.950

An analysis of variance was performed to determine whether or not the observed differences were significant. The summary of this analysis is presented in Table 11.

Table 11

Summary of analysis of Variance for repeated measures of effectiveness for 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.10746606E + 03	21	0.51174316E + 01	
Within subjects	0.51250000E + 02	66	0.77651513E + 00	
Repeated measures	0.32216064E + 02	3	0.10738688E + 02	35.54
Residual	0.19033936E + 02	63	0.30212593E + 00	
Total	0.15871606E + 03	87		

Since the F-ratio is significant beyond the .05 level, the

Newman/Keuls test was used to examine the difference between all pairs of means. The results are presented in Table 12.

Table 12

Newman/Keuls test of differences between all pairs of means

Groups	Difference	Significance
1 and 4	1.500	p. < .05
1 and 3	1.091	p. < .05
1 and 2	0.273	p. < .05
2 and 4	1.227	p. < .05
2 and 3	0.818	p. < .05
3 and 4	0.409	p. < .05

Since all pairs of means were found to yield significant differences, growth in Effectiveness did occur. Thus it can be concluded that growth in both the personal and the social aspect of Mastery did occur.

Teacher Perception of Growth in Social Interaction

Two aspects of Social Interaction were rated. These were interpersonal comprehension and tolerance.

After six weeks, Interpersonal Comprehension scores ranged from a low of 2 to a high of 8, with a group mean score of 5.045. After 22 weeks, the scores ranged from a low of 6 to a high of 8, with a group mean of 6.773. After 6 weeks, Tolerance scores ranged from a low of 3 to a high of 7, with a group mean of 5.182. After 22 weeks, the scores ranged from a low of 6 to a high of 8, with a group mean of 6.909. Once again growth became more obvious after 18 weeks.

Means and standard deviations for ratings of Interpersonal Comprehension are presented in Table 13.

Table 13

Means and Standard Deviations for ratings of Interpersonal Comprehension of 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

	Time (in weeks) 6	12	18	22
Means	5.045	5.318	6.273	6.773
Standard deviations	1.641	1.635	1.470	1.130

Analysis of Variance was performed to determine whether or not the means were significantly different. The summary of this analysis is presented in Table 14.

Table 14

Summary of analysis of Variance for repeated measures of Interpersonal Comprehension for 22 students after 6, 12, 18 and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.16032959E + 03	21	0.76347418E + 01	
Within subjects	0.62750000E + 02	66	0.95075756E + 00	
Repeated measures	0.43125000E + 02	3	0.14375000E + 02	46.15
Residual	0.19625000E + 02	63	0.31150788E + 00	
Total	0.22307959E + 03	87		

Again, a significant F-ratio resulted and the Newman/Keuls test was

performed. The results of this test are given in Table 15.

Table 15

Newman/Keuls test of differences between pairs of means

Groups	Difference	Significance
1 and 4	1.727	$p. < .05$
1 and 3	1.227	$p. < .05$
1 and 2	0.273	$p. < .05$
2 and 4	1.455	$p. < .05$
2 and 3	0.955	$p. < .05$
3 and 4	0.500	$p. < .05$

These results indicate growth in Interpersonal Comprehension from one rating period to another.

Means and standard deviations for Tolerance are presented in Table 16.

Table 16

Means and standard deviations for ratings of Tolerance for 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

	Time (in weeks)			
	6	12	18	22
Means	5.182	5.455	6.364	6.909
Standard deviations	1.430	1.432	1.206	0.898

Analysis of variance was performed to determine whether or not the means were significantly different. The summary of this analysis is presented in Table 17.

Table 17

Summary of analysis of Variance for repeated measures of Tolerance for 22 students after 6, 12, 18, and 22 weeks of Magic Circle sessions

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Between subjects	0.10945459E + 03	21	0.52121229E + 01	
Within subjects	0.6050000E + 02	66	0.91666663E + 00	
Repeated measures	0.42318115E + 02	3	0.14106038E + 02	48.88
Residual	0.18181885E + 02	63	0.28860134E + 00	
Total	0.16995459E + 03	87		

Because the F ratio was again significant, the Newman/Keuls comparison between ordered means was performed. The results of this procedure are presented in Table 18.

Table 18

Newman/Keuls test of differences between all pairs of means

Groups	Difference	Significance
1 and 4	1.727	p. < .05
1 and 3	1.182	p. < .05
1 and 2	0.273	p. < .05
2 and 4	1.455	p. < .05
2 and 3	0.909	p. < .05
3 and 4	0.545	p. < .05

The results presented in Table 18 indicate growth in Tolerance

from one rating period to another.

Conclusion: The findings presented in Tables 1 to 18 indicate significant growth in the three variables Awareness, Mastery and Social Interaction. The stated hypothesis was thus affirmed.

Parents' Questionnaire

Twenty parents responded to a teacher-prepared questionnaire designed to obtain parent feedback relative to the effectiveness of Magic Circle for their child. Responses are tabulated in Table 19.

Table 19 shows that more parents noted improvement in the Awareness than in either Mastery or Social Interaction. This is understandable since Awareness is necessary for both Mastery and Social Interaction. Coping with difficulty without loss of temper showed improvement least often. It seems evident from the responses that growth in Awareness, Mastery and Social Interaction is gradual rather than rapid.

Comments Made by Parents

Several parents provided comments about the effectiveness of Magic Circle for their child. A selection of these comments is quoted verbatim.

1. David is more open and willing to discuss his feelings and problems. Magic Circle has shown him that it is good to be open and sharing.
2. Jodie, this past weekend, she was willing to share walking Grandma's dog with her cousin whereas in the past she was determined not to do so.

Table 19

Parent's opinions related to child improvement in the growth areas of Awareness, Mastery and Social Interaction

Growth Area	Parents Noting Improvement (N = 20)	
A. Awareness	Number	Percent
1. express verbally feelings, wishes, thoughts	14	70
2. recognize the reason for his/her behavior	9	45
3. take responsibility for his/her actions	9	45
4. recognize and accept the feelings, wishes, thoughts of others	13	65
5. reach out to others	9	45
6. respond to the thoughts, wishes, feelings of others	11	55
B. Mastery		
1. try new things	14	70
2. accept a challenge	11	55
3. overcome shyness	8	40
4. distinguish between fantasy and reality	10	50
5. change behavior in order to meet his/her need	9	45
6. cope with difficulty without loss of temper	7	35
C. Social Interaction		
1. understand that his/her behavior may cause positive or negative feelings in others	11	55
2. strive to please others	13	65
3. put others ahead of self	8	40
4. recognize and accept individual differences	9	45
5. recognize rights of others as well as personal rights	8	40
6. be tolerant	10	50

3. Magic Circle has helped Eleanor to overcome her shyness, which was a problem at the beginning of the school year.
4. Jeff broke a shed door and apologized rather than crying and hiding in his room. He has come to realize too, that things just don't get done on their own. He is now taking the responsibility of completing things he begins, for example, his workbooks.
5. Daniel has a better grasp of the real and the fantasy, like on T.V. He recognizes now and accepts individual differences. He knows now that other people don't have hearing aids, but that he has, and it is okay.
6. Magic Circle is great. It is a time to air their views, thoughts. Also gives a chance for other kids who would not talk to adults to talk with their peers to sort out ideas, feelings and problems.
7. Jennifer saw a fat lady and patted her stomach and called her Santa Claus. Then realized after, she may have hurt the lady's feelings.
8. Chris has started to learn he can do a lot if he tries to talk it out. He is also learning that rules are rules you have to obey, they are there for a reason.

Conclusions

It appears evident from the findings reported in the previous paragraphs that the question formulated in this study has been answered. Aspects of Awareness, Mastery and Social Interaction acquired by the children in this particular sample have been identified. The data also indicate that growth in Awareness, Mastery and Social Interaction has

occurred. Thus affirmation has been found for the hypothesis: There will be evidence of growth in Awareness, Mastery and Social Interaction.

Summary

The purpose of the study was to examine the Magic Circle Process and Outcomes in an attempt to identify the aspects of Awareness, Mastery and Social Interaction that Magic Circle fosters in first and second grade children when it is used on a daily basis over an extended period of time.

Sample

The sample consisted of 14 first graders and eight second graders in a rural elementary school. Each grade comprised a Magic Circle group.

Instruments

1. Magic Circle Activity Guide Level II.
2. Bell and Howell audiotape recorder and 60 minute tapes.
3. H.D.P. Developmental Profile.
4. Teacher-prepared Observation Checklist.
5. Parent Feedback Questionnaire.

Method

Magic Circle sessions were conducted and audiotaped by the teacher-researcher on a daily basis for 22 weeks. Tapes were transcribed. Teacher observations were recorded and Developmental Profiles were computed. Inter-rater reliability was calculated. Preliminary analysis of data resulted in a list of 18 behavioral

outcomes. These became the basis of a Parent Feedback Questionnaire.

Findings

Descriptive analysis of the transcribed tapes, teacher observations, Developmental Profiles and Parent Feedback Questionnaires revealed that the specific behaviors verbalized in Magic Circle sessions were representative of both experience of, and growth in Awareness, Mastery, and Social Interaction. Analysis of Variance and Newman/Keuls comparisons of ordered means showed significant increases in Awareness, Mastery and Social Interaction between 6 and 22 weeks of Magic Circle sessions. The data also suggested a carry-over from Magic Circle to the total classroom environment where gains in vocabulary development, writing ability, student leadership enhancement of interpersonal relationships and problem-solving ability were noted, as well as increased articulation of feelings, thoughts and behaviors.

An additional benefit derived from the study was a deeper and more meaningful communication between the teacher and the parent. The involvement of parents in the Developmental Profile Rating and the Parent Feedback Questionnaire resulted in their deeper awareness of and interest in their child's behavior.

In the course of the program, the teacher met several dilemmas. One dilemma is as follows. In Magic Circle sessions, children brought their problems to the Circle, and participants helped them solve these problems. When a classroom crisis would develop outside the Circle, the children spontaneously spoke to the issue, even when the issue was well outside their jurisdiction. The teacher's problem then became one of

having to uphold Magic Circle rules and yet deal with the crisis in an administratively efficient (rather than democratic) manner.

Chapter V

DISCUSSION AND IMPLICATIONS

People are on an endless growth journey, a journey which is often blocked by negative feelings and negative images of oneself. Freeing students so that they might enrich and accelerate this developmental journey, appears to be the challenge of Magic Circle. This study represents one effort to present that challenge to a group of subjects.

Magic Circle seems to provide a safe and caring environment whereby a student can explore his feelings, thoughts and behaviors and experience his uniqueness without fear of attack. This was the situation for the 22 weeks of Circle Sessions experienced by the present class. From the leader, herself, as well as from the participating group, the children were experiencing personal affirmation and realizing that uniqueness is acceptable. Magic Circle served as a channel whereby children could voice their feelings of loneliness and isolation. These verbalizations led to a deeper awareness within the group of the importance of belongingness and friendship. These outcomes do not readily lend themselves to measurement, but controlled observation does reveal growth in the specific personal attributes under study.

Magic Circle provides a structured format whereby children learn to respect others and respect rules. It provides quality time in which the skill of listening is developed. By the sharing of experiences, children learn from one another that there are a variety of ways by which

to solve problems. One person's inability to verbalize an experience led spontaneously to brainstorming within the group. This type of activity resulted in improved articulation, vocabulary development which appears to spill over into regular classroom activity. Oaklander (1978) quotes Herbert Kohl as saying:

> Children will not write if they are afraid to talk. Children will write if they can write about the things they know best, the things that are important to them. If they can't talk about these things freely, how can we expect them to write (p. 97)?

The age of readiness to acquire leadership skills for most children lies somewhere between their sixth and eighth birthday. If the child is not presented with the challenge at a time reasonably close to his stage of readiness, then his facility to acquire these skills gradually diminishes. Magic Circle exposed these children to leadership experiences and they responded enthusiastically. However, in child-led sessions, the teacher became aware that the voting procedure for child-leader suggested in Magic Circle procedure contained an inherent "put down". The voting procedure discriminated against the less popular children. A second teacher observation of child-led sessions was the fact that the less popular child, even though an effective leader, received less enthusiasm from the group.

The teacher felt that when a child-leader performed effectively, and was applauded by his peers, he walked away from the session moved forward in the direction of becoming more aware, more self-confident, and more socially constructive.

The Magic Circle sessions that were conducted in the course of this study affirm what Carl Rogers claimed:

> Marvelous things happen when a person is trusted and accepted, when a person's feelings are dignified and respected, when a person is given a sense of safety and understanding (Evans, 1975, p. XI).

The findings, though limited by the design of the study, suggest implications for practice and for future research.

1. In this study, growth in awareness, mastery and social interaction became more consistent after 18 weeks of daily Magic Circle sessions, suggesting that growth in these three areas is gradual. It would be of value to investigate the effectiveness of the program in a longitudinal study in which the same children would be exposed to sequential levels of Magic Circle for two or more years.
2. In this study it was found that even after 22 weeks of daily Magic Circle sessions, children were still unable to handle the positive and negative aspect of a single happening. Moreover the children were not often able to handle topics involving self blame and guilt. Program developers might be able to design a more effective way of presenting these topics.
3. The Development Profile designed by Bessell and Palomares (1970) to measure growth in the areas of Awareness, Mastery and Social Interaction, lacks concreteness. At the risk of being a more tedious task, actual behavior listings in the three areas would seem to be more meaningful for teacher and parent.
4. One of the observable experiential effects of Magic Circle sessions conducted in this study was the deepened teacher-student relationship. Total classroom activity became

more trusting, more open, and consequently more demanding of teacher time and attention.

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APPENDIX 1

Checklist For Teacher Observations of Magic Circle Sessions

A. Does this student:

1. speak to the issue;
2. prefer to "pass";
3. listen consistently and attentively;
4. observe the "rules" of Magic Circle;
5. provide personal examples (rather than repeat those of others);
6. respond positively to ideas and feelings of others;
7. respond negatively to ideas and feelings of others;
8. display emotional stress, hesitancy, faltering;
9. participate in review and/or cognitive summary;
10. give non-verbal communication cues (if so, list).

B. From the transcribed tapes, is there evidence of growth in:

1. Awareness. If yes, cite specific examples.
2. Mastery. If yes, cite specific examples.
3. Social Interaction. If yes, cite specific examples.

APPENDIX 2

Human Development Training Institute

educational consultants and publishers

May 25, 1987

Faculty of Graduate Studies
University of Alberta
2-8 University Hall
Edmonton, Alberta
T6G 2E2

TO WHOM IT MAY CONCERN:

Permision has been granted to Sister Margie MacDonell to use the Developmental Profile of the MAGIC CIRCLE Oral Language Program as a part of her thesis, with the understanding that the Developmental Profile will not be used for any purpose other than that of an information source.

GLENN D. HUNDLEBY, Ph.d.
National Trainer.

GH/ak

Division of Canadian Educational and Psychological Consultants Ltd.
8422 - 109 Street, Edmonton, Alberta T6G 1E2, (403) 433-2833

HUMAN DEVELOPMENT PROGRAM ____

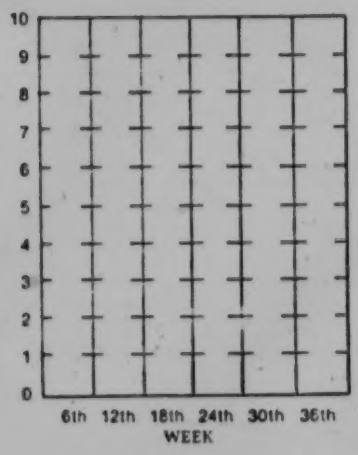
NAME: _____
(Last) (First) (Middle)

GRADE: _____ SCHOOL: _____

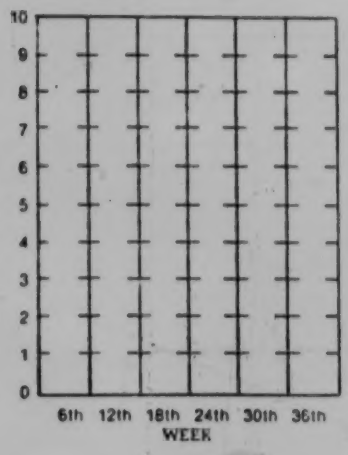
TEACHER: _____ YEAR _____

Developmental Profile

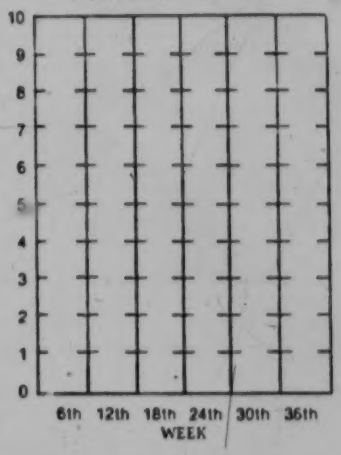
AWARENESS
(1) AWARENESS OF SELF



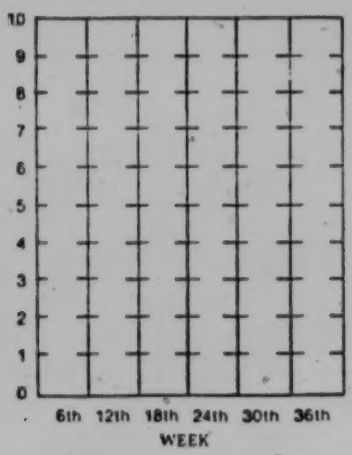
MASTERY
(1) SELF CONFIDENCE



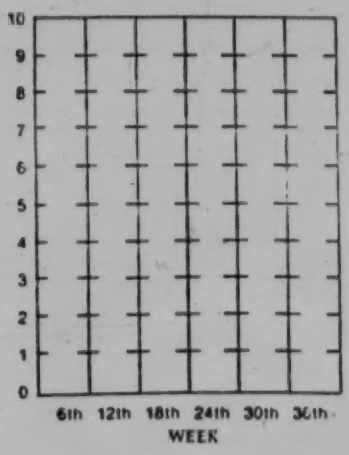
SOCIAL INTERACTION
INTERPERSONAL
(1) COMPREHENSION



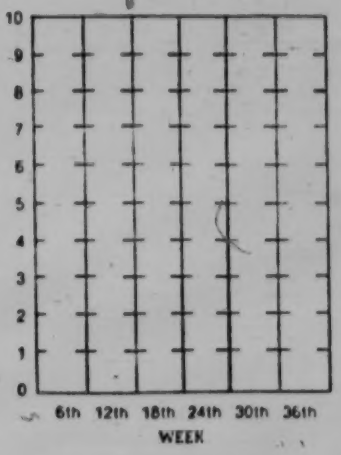
AWARENESS
(2) SENSITIVITY TO OTHERS



MASTERY
(2) EFFECTIVENESS



SOCIAL INTERACTION
(2) TOLERANCE)



COMMENTS: _____

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INSTRUCTIONS: At the end of each six week period, the teacher should make use of the following scales to analyze the child's development. Using the descriptions given, he should be able to determine the number most indicative of his perceptions of the child. This number can then be entered on the appropriate scale, and as subsequent numbers are recorded, any developmental trends should become apparent.

AWARENESS

(1) AWARENESS OF SELF

The aware child knows how he feels, what he thinks and what he is doing. Although he is conscious of himself, he is not self-conscious, insecure or embarrassed. This awareness does not produce anxiety. He accepts and can acknowledge how he really feels, thinks, and acts.

(10) Very aware; always conscious of his feelings, wishes, fears, and the meaning of his behavior (positive or negative).

(8) Most of the time aware, ready to acknowledge what he feels, thinks and does. Only occasionally uses denial.

(5) Often aware of his feelings, behavior and thoughts, and willing to recognize them as such. However, often reacts without awareness or uses denial.

(2) Usually unconscious or unaware of himself. Denies his real feelings and thoughts, and cannot recognize his own actions for what they are.

(0) Unconscious; full of denial; completely unable to recognize his true feelings, thoughts, or behavior.

(2) SENSITIVITY TO OTHERS

The sensitive child is concerned about the well being of other people. He readily ascertains what others are feeling and adjusts his behavior in ways that are thoughtful and beneficial to them.

(10) Acutely aware and very concerned about other people's feelings and reactions. Readily modifies his behavior in reponse to this awareness and concern.

(8) Most of the time aware and concerned about how others are truly feeling and reacting. Generally modifies behavior in accordance with his concern for others.

(5) Often aware and concerned, but in many instances seems unaware and relatively unconcerned about other people's feelings and reactions. Frequently his behavior generates negative feelings in others.

(2) Usually unaware and disinterested in what other people are feeling but can recognize what is going on in others when directly called to his attention. He seldom responds to the feelings of others.

(0) Insensitive and unconcerned as to what is going on in and with other people. Tends to pursue his own behavior no matter how it may affect another person.

MASTERY

(1) SELF CONFIDENCE

The confident child is eager to try new things. He is self-assured and realistic when coping with challenge. His acceptance of himself permits freedom of expression which is natural and uninhibited, without being dramatic or exhibitionistic.

(10) Always eager to try anything that is new. Approaches challenge with assurance and reacts freely and naturally.

(7) Most of the time seeks out and meets new and challenging situations with confidence. Generally reacts freely and naturally, but is inhibited upon occasion.

(5) Usually tries anything new that is presented to him, but seldom seeks out challenging situations on his own. Often is inhibited rather than free and natural in his expression.

(2) Frequently avoids challenges, but will deal with them when encouraged. Responses are inhibited and stilted.

(1) Almost always shies away from challenges. Requires repeated encouragement before reluctantly trying. Responses almost always lack spontaneity and naturalness.

(2) EFFECTIVENESS

The effective child copes appropriately. He is emotionally stable, and flexible enough to successfully implement his own desires or meet the external demands of his environment.

(10) Always deals appropriately and successfully with his inner needs and external demands. Flexible enough to shift approach, yet stable enough to maintain direction.

(7) Typically gets his needs met. Usually able to accept and adjust to changing circumstances.

(5) Often successful, but frequently fails to get his needs met. Has trouble shifting from original viewpoint or behavior. Realization of a need to shift may be upsetting to him.

(2) Mostly ineffective, but occasionally successful in his efforts. Usually unable to adapt to new information or demands and is upset and loses his bearings when circumstances change.

(1) Rarely succeeds in his efforts. Rigid. Very unresponsive to new information or demands. Generally agitated or immobilized by change in circumstances.

SOCIAL INTERACTION

INTERPESONAL

(1) COMPREHENSION

This trait assesses the child's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

(9) Very high comprehension. Child almost always recognizes the effect of any given behavior.

(7) Usually comprehends what the second person's reaction will be to the first person's behavior.

(5) Sometimes perceives the interpersonal effects, but just as often fails to comprehend how one person's behavior affects another person's attitude.

(2) Seldom comprehends interpersonal interaction. Usually at a loss in being able to see how one person's behavior affects another person's reaction.

(1) Virtually no comprehension of how a person's behavior causes attitudes in other people. Almost always fails to comprehend the interaction.

(2) TOLERANCE

The tolerant child recognizes and accepts individual differences. He accepts and gives full regard to others who have different feelings, thoughts, and reactions than his own. But he does not necessarily approve or yield to their influence.

(10) Extremely tolerant. Understands and accepts differences as natural. Tolerates a very broad spectrum of feeling, thoughts, and behavior in others.

(7) Reasonably tolerant about individual differences.

(4) Mildly tolerant, but tends to not accept certain natural variations.

(2) Usually intolerant. Tends to regard people who differ from him as being unacceptable, even wrong.

(0) Very intolerant. His way of feeling, thinking and reacting is the only way that he can accept. People who are different are completely unacceptable.

Published by:
Palomares and Associates
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APPENDIX 3

Parent Feedback Questionnaire

Dear Parent,

As part of the regular classroom activity for Grades One and Two, your child has participated in Magic Circle Sessions for a period of 25 weeks. The program is designed to foster growth in Awareness, Mastery, and Social Interaction. I would appreciate having your opinion regarding the effectiveness of the program for your child. A questionnaire is provided for this purpose.

You are asked to read each of the listed behaviors and answer the question: Has your child grown in his/her ability to practice each behavior? If you have noticed an improvement in your child's home behavior, please put a check mark in the space provided. Also, it would help me immensely if you would include an example of behavior that might illustrate growth.

Thank you for this, and for your previous involvement in the Magic Circle Program.

Questionnaire Sent to Parents on Completion of Magic Circle Sessions

Below is a list of behaviors related to Awareness, Mastery, and Social Interaction. If you have noticed an improvement in your child in some or all of these behaviors, please indicate this by putting a check mark in the space provided at the left of the behavior. In the space provided at the right, please give an example to illustrate that behavior.

Has my child grown in his/her ability to:

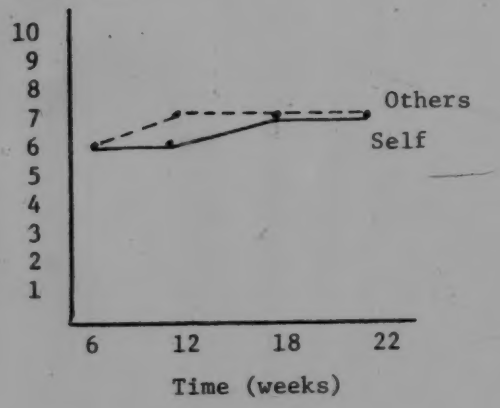
		Example of Behavior
A.	**Awareness**	
___	1. express verbally feelings, wishes, thoughts	_____
___	2. recognize the reason for his/her behavior	_____
___	3. take responsibility for his/her actions	_____
___	4. recognize and accept the feelings, wishes, thoughts of others	_____
___	5. reach out to others	_____
___	6. respond to the thoughts, wishes, feelings of others	_____
B.	**Mastery**	
___	1. try new things	_____
___	2. accept a challenge	_____
___	3. overcome shyness	_____
___	4. distinguish between fantasy and reality	_____
___	5. change behavior in order to meet his/her need	_____
___	6. cope with difficulty without loss of temper	_____
C.	**Social Interaction**	
___	1. understand that his/her behavior may cause positive or negative feelings in others	_____
___	2. strive to please others	_____
___	3. put others ahead of self	_____
___	4. recognize and accept individual differences	_____
___	5. recognize rights of others as well as personal rights	_____
___	6. be tolerant	_____

Thank you for your cooperation

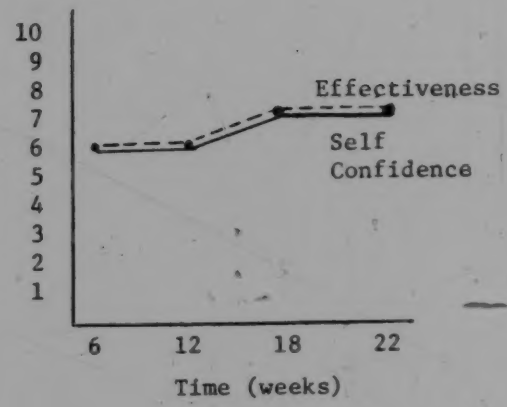
APPENDIX 4

Teacher Ratings for Daniel (No. 1)

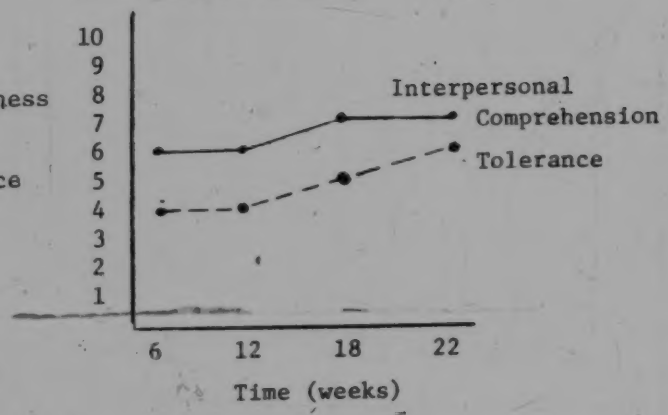
Awareness



Mastery

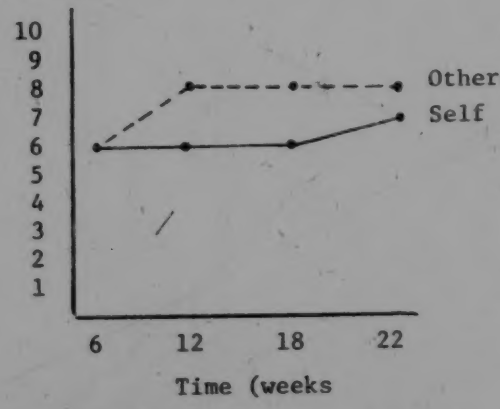


Social Interaction

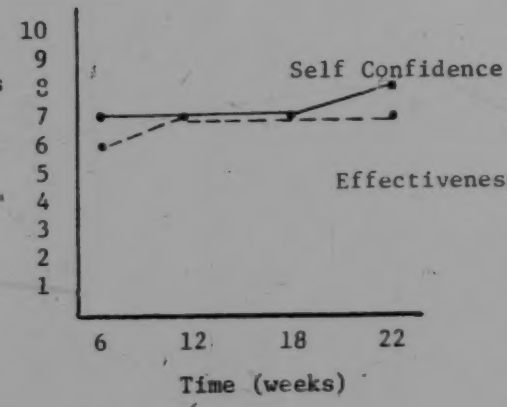


Parent Ratings for Daniel

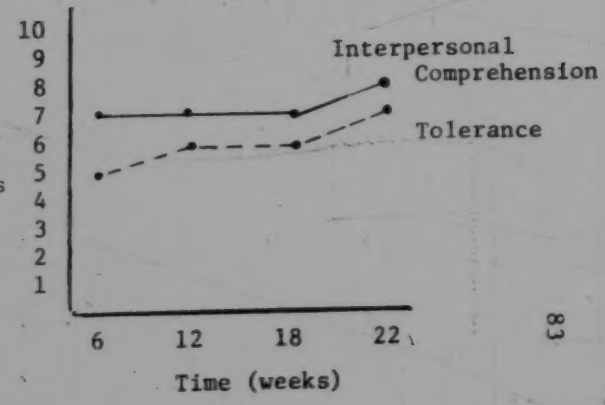
Awareness



Mastery

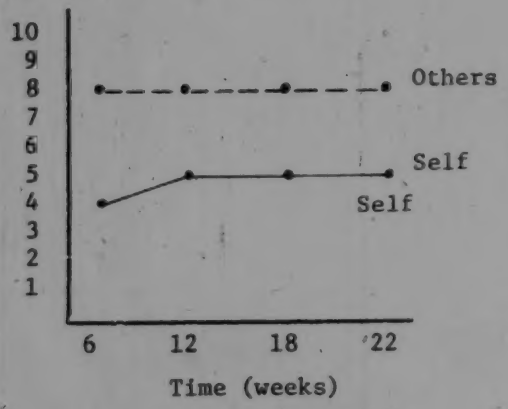


Social Interaction

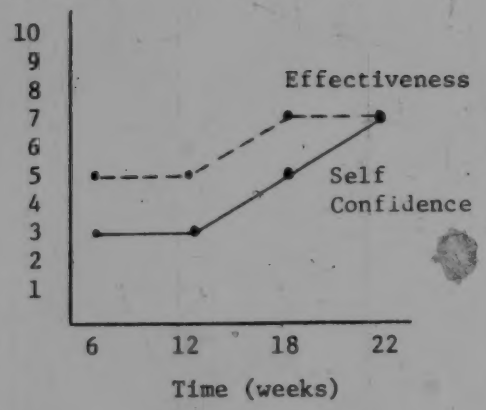


Teacher Ratings for Kim (No. 2)

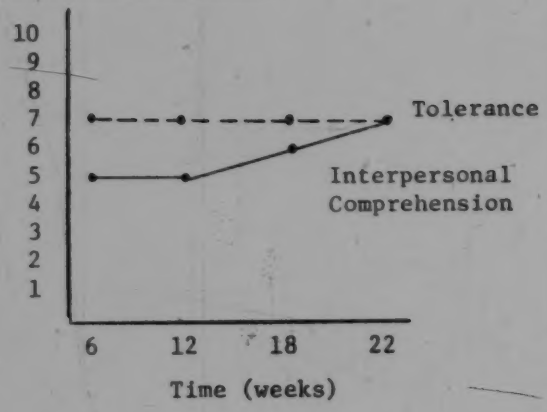
Awareness



Mastery

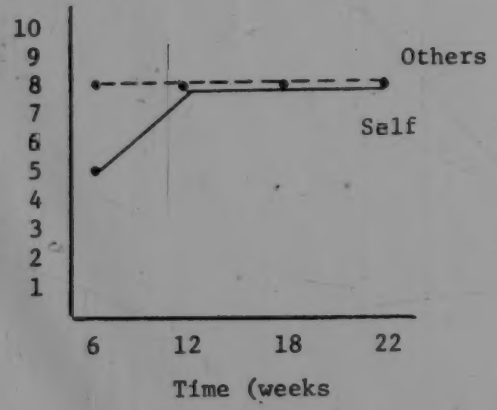


Social Interaction

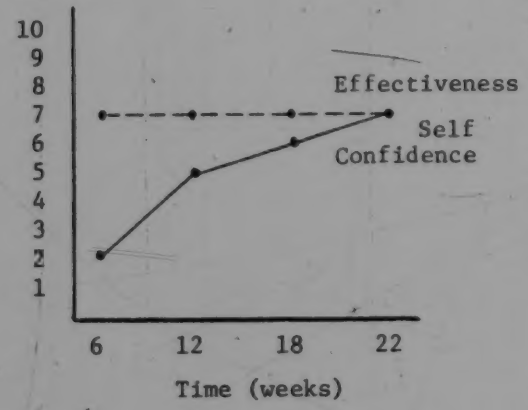


Parent Ratings for Kim

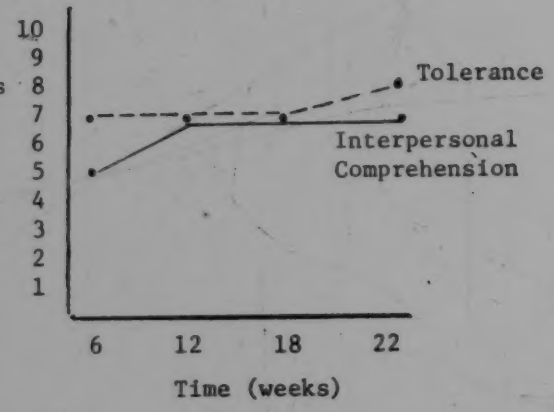
Awareness



Mastery

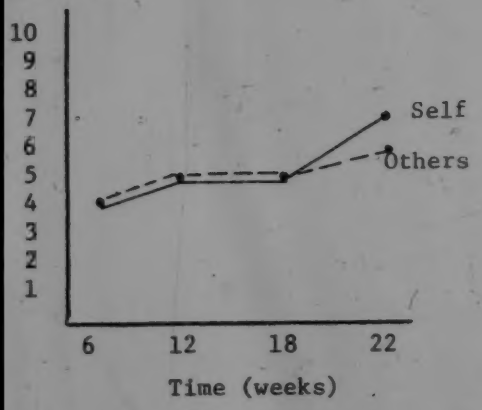


Social Interaction

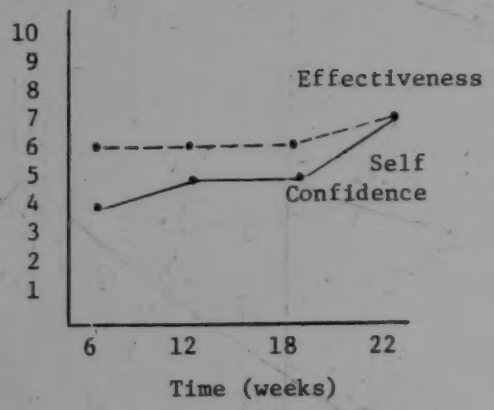


Teacher Ratings for Laura (No. 3)

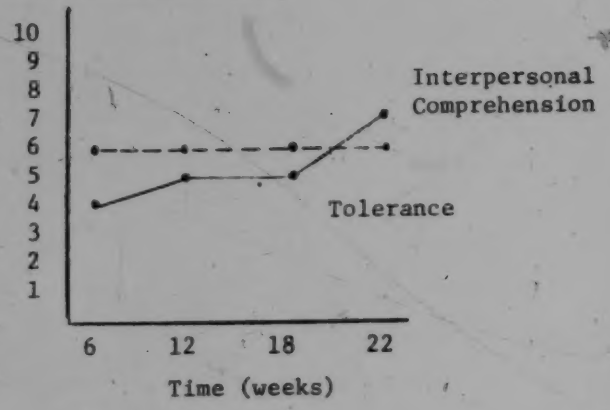
Awareness



Mastery

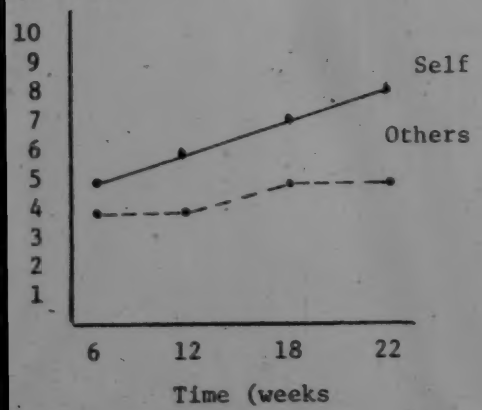


Social Interaction

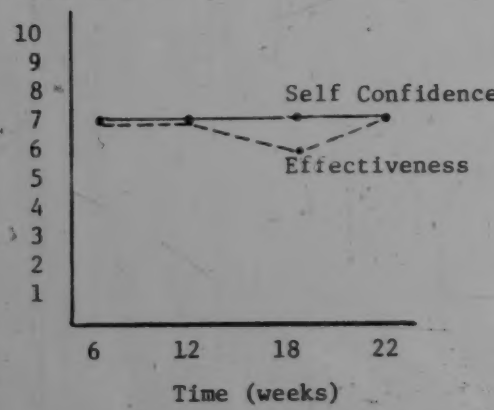


Parent Ratings for Laura

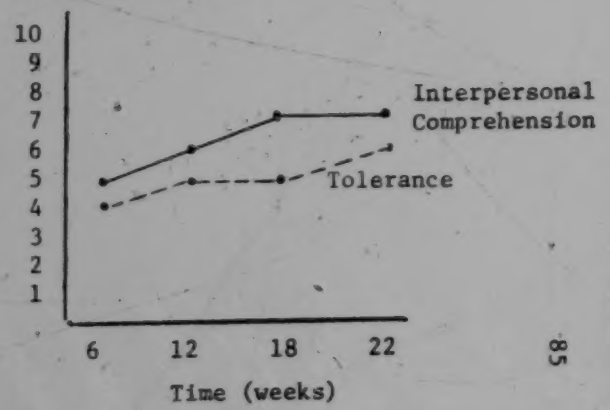
Awareness



Mastery

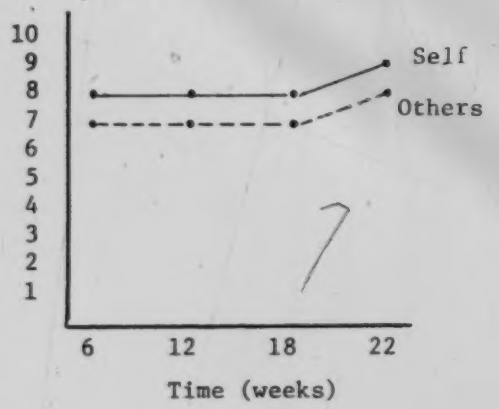


Social Interaction

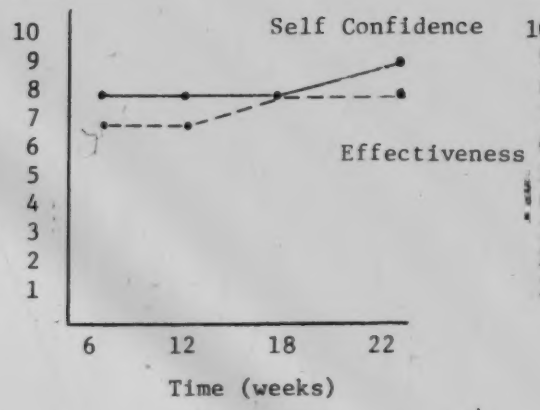


Teacher Ratings for Jennifer (No. 4)

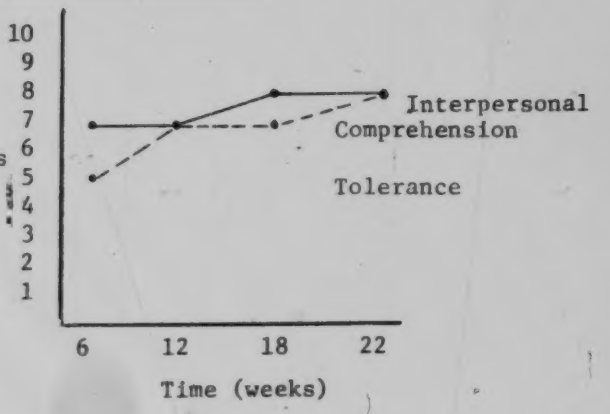
Awareness



Mastery

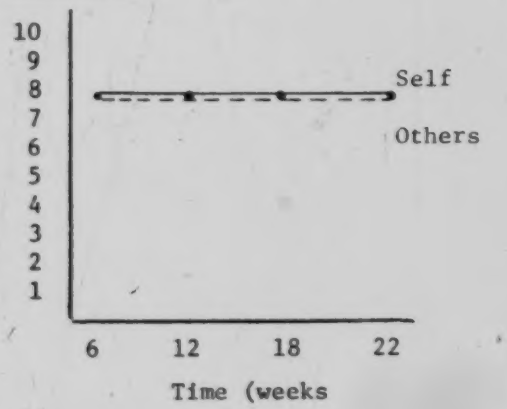


Social Interaction

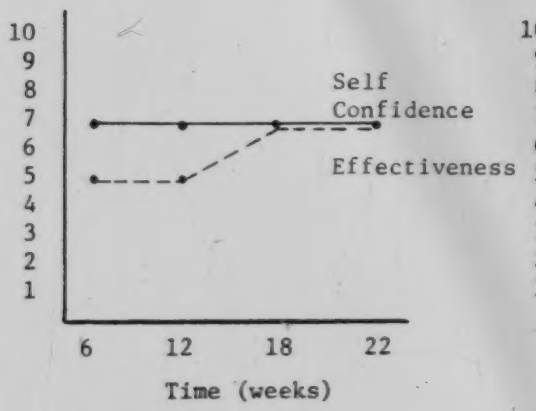


Parent Ratings for Jennifer

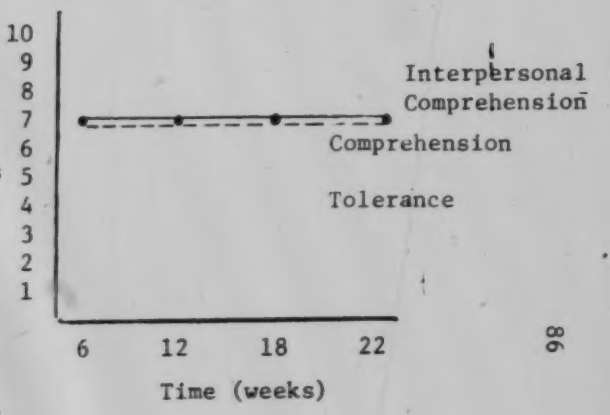
Awareness



Mastery

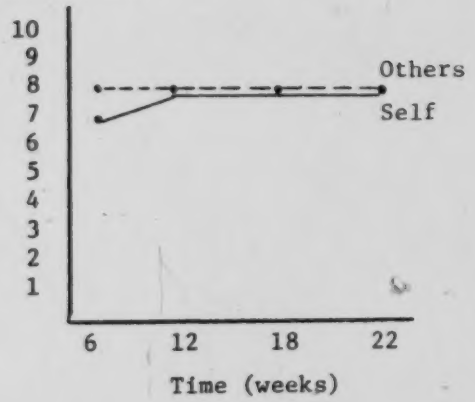


Social Interaction

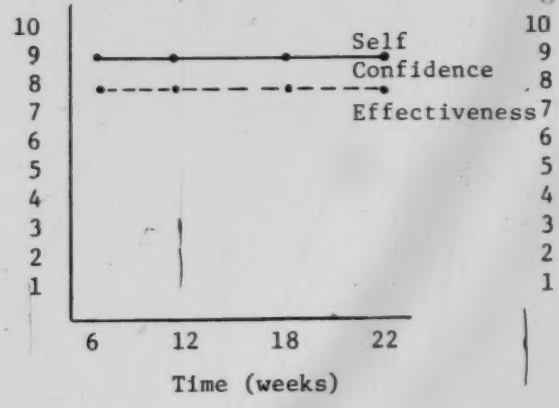


Teacher Ratings for Lindsy (No. 5)

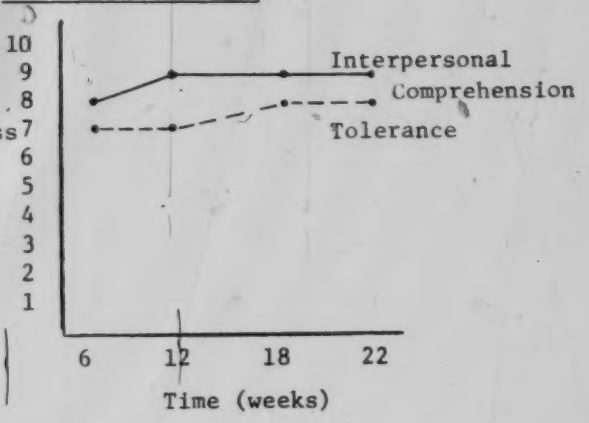
Awareness



Mastery

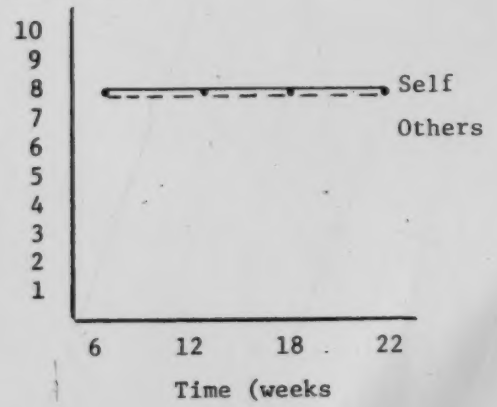


Social Interaction

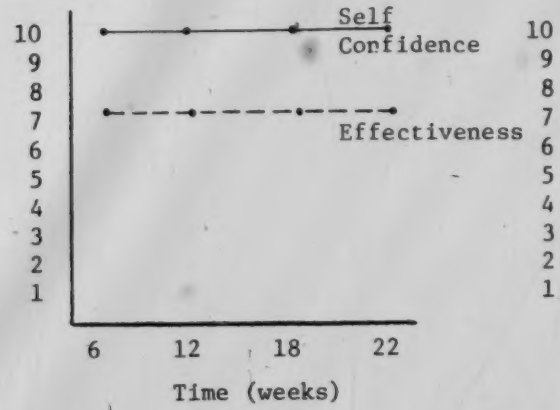


Parent Ratings for Lindsy

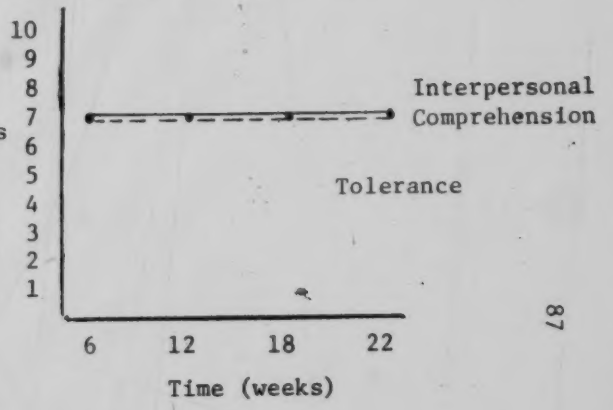
Awareness



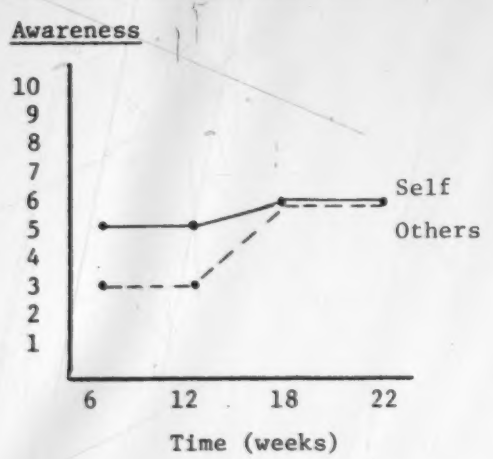
Mastery

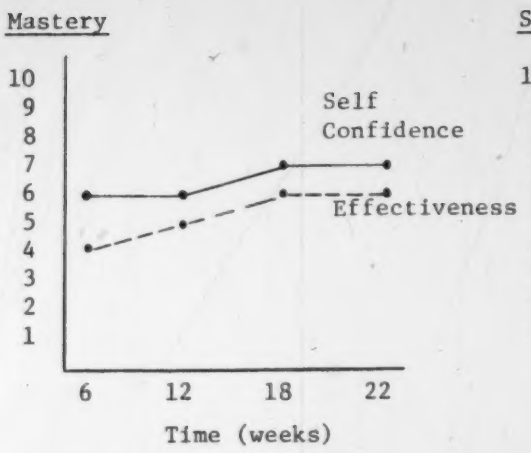


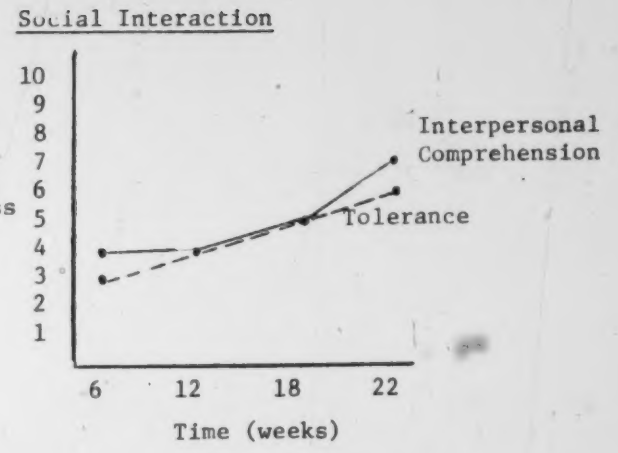
Social Interaction



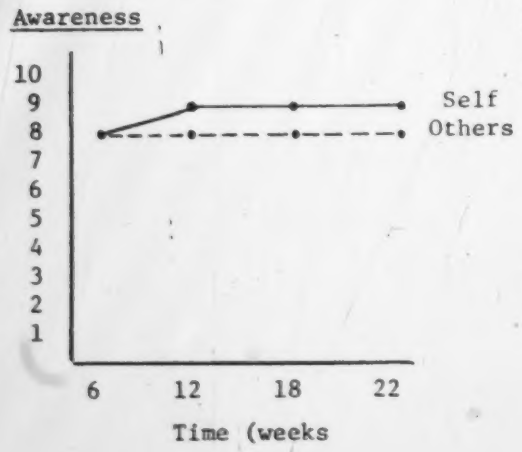
Teacher Ratings for Danny (No. 6)

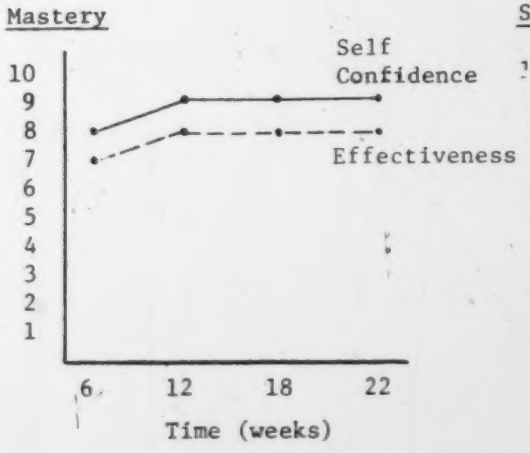


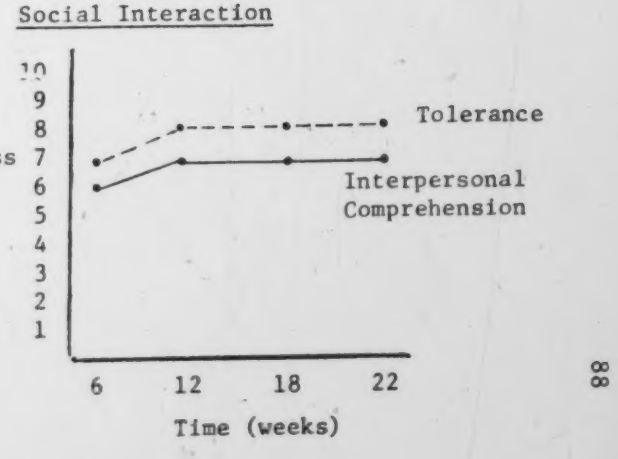




Parent Ratings for Danny

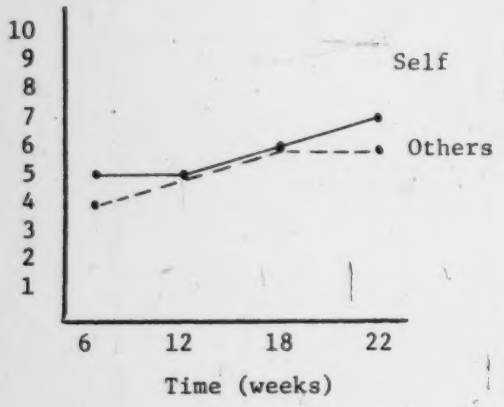




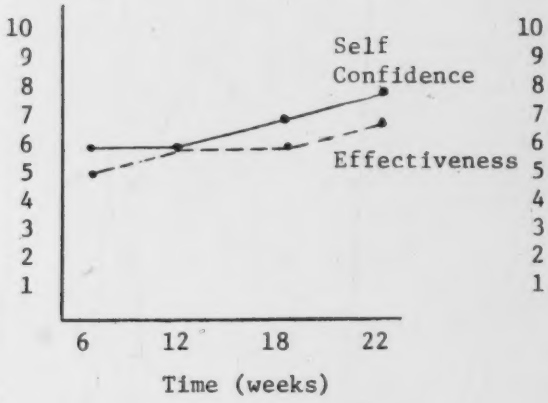


Teacher Ratings for Jeff (No. 7)

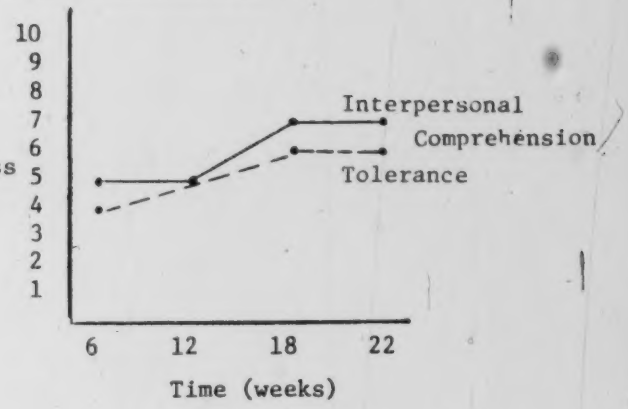
Awareness



Mastery

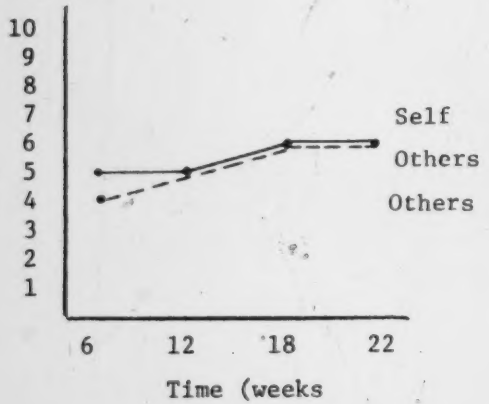


Social Interaction

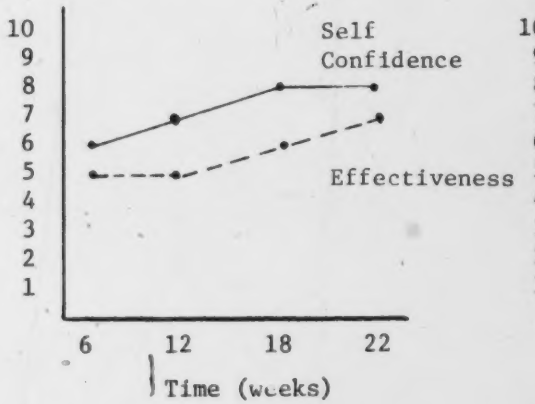


Parent Ratings for Jeff

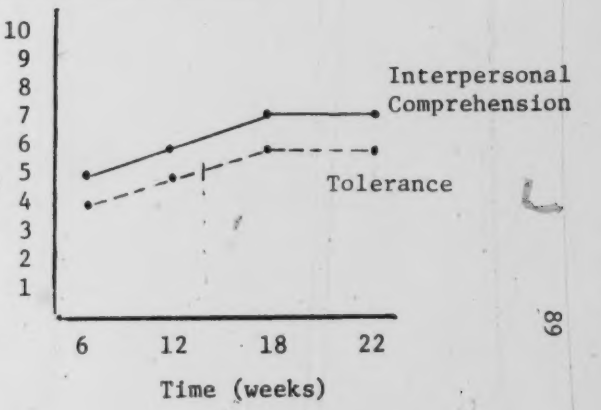
Awareness



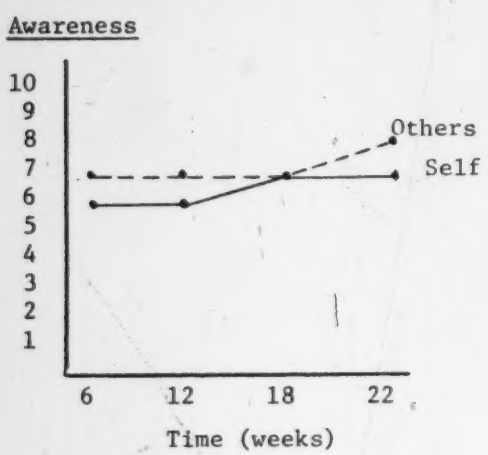
Mastery

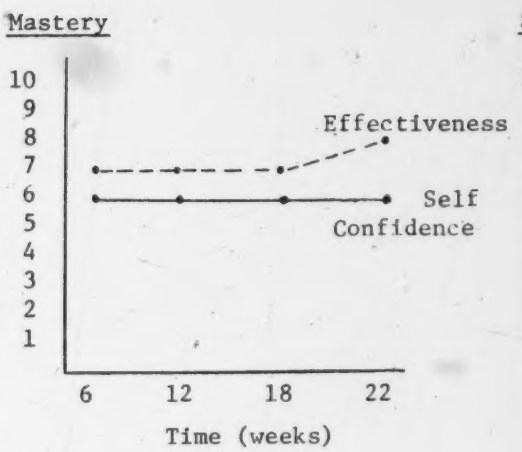


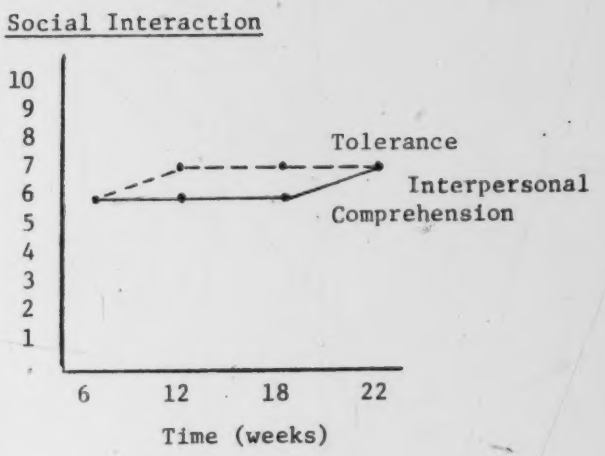
Social Interaction



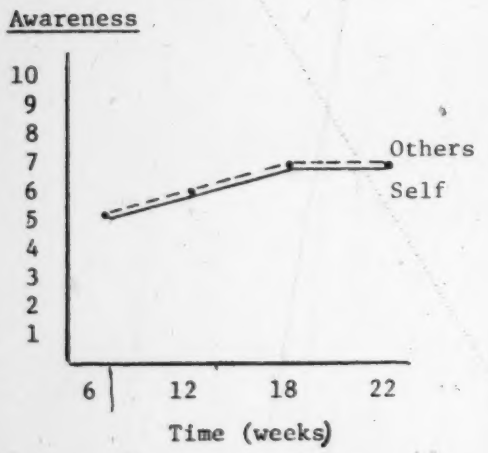
Teacher Ratings for Harmony (No. 8)

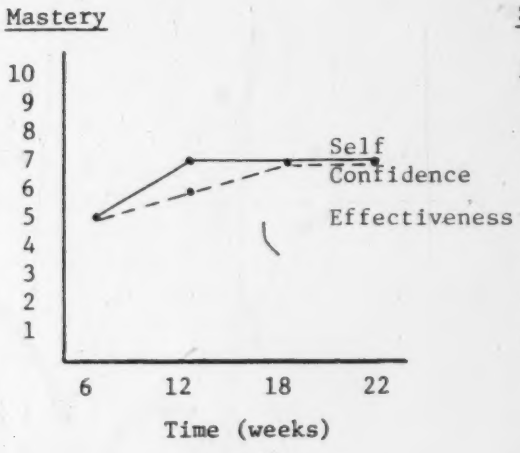


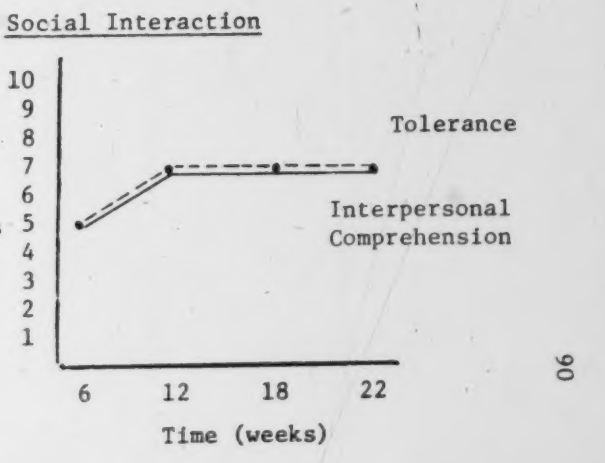




Parent Ratings for Harmony

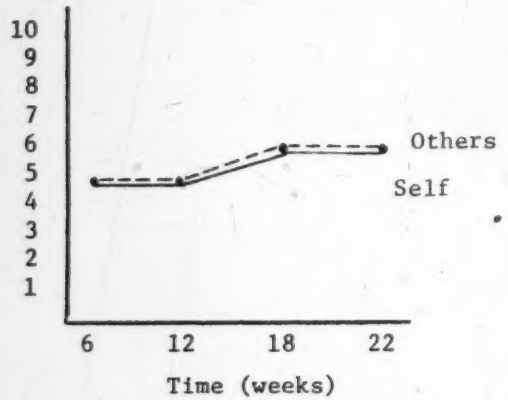




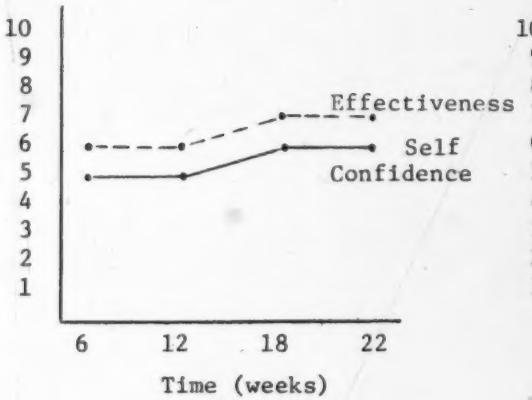


Teacher Ratings for Courtnay (No. 9)

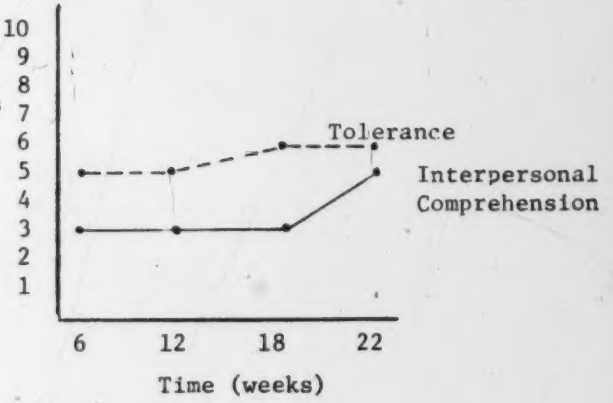
Awareness



Mastery

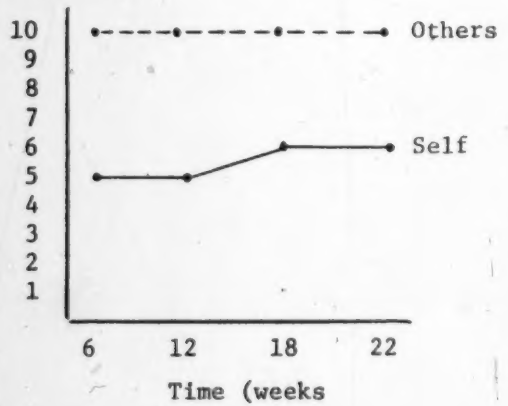


Social Interaction

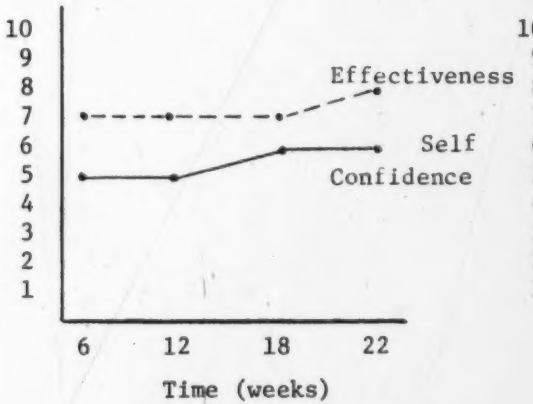


Parent Rating for Courtnay

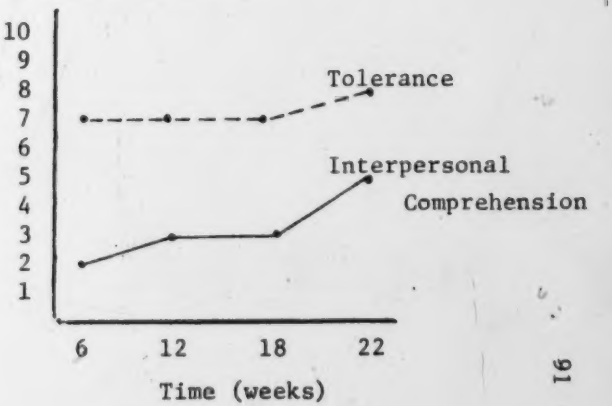
Awareness



Mastery

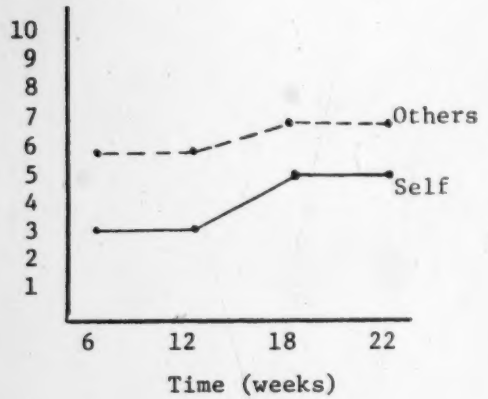


Social Interaction

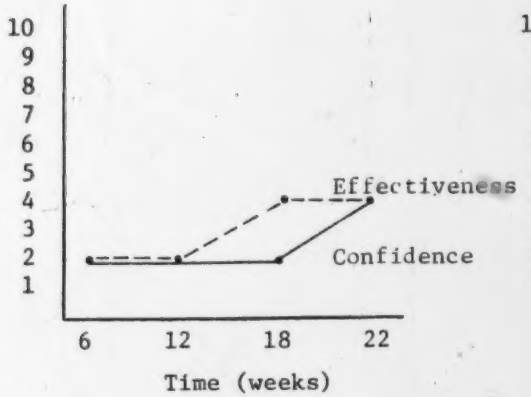


Teacher Ratings for Warren (No. 10)

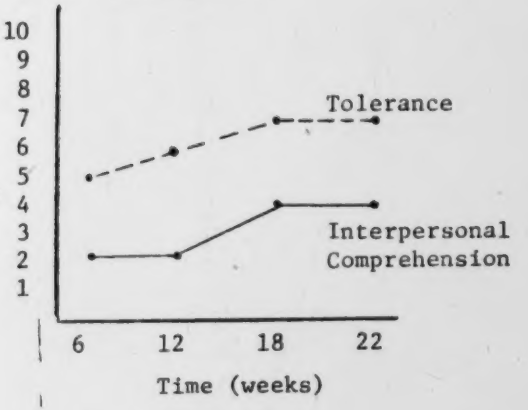
Awareness



Mastery

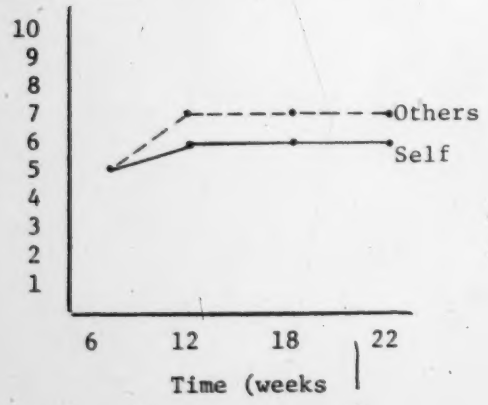


Social Interaction

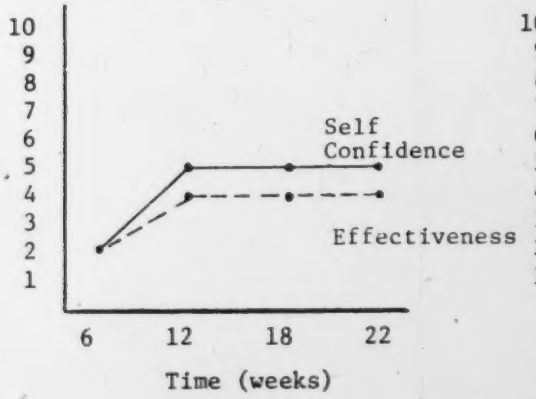


Parent Ratings for Warren

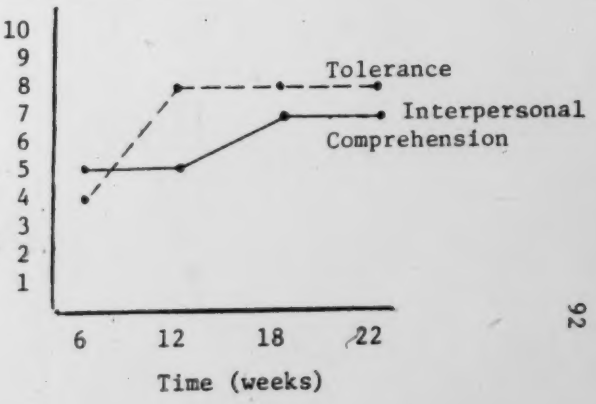
Awareness



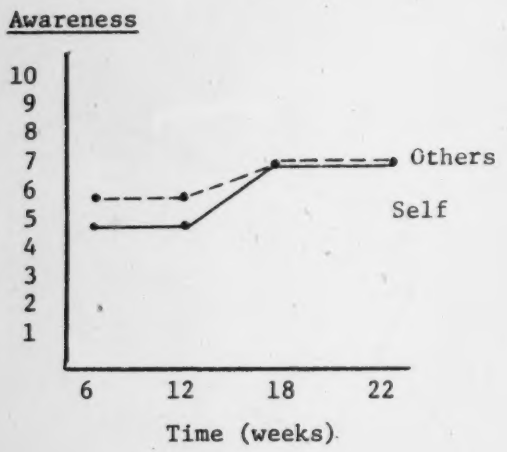
Mastery

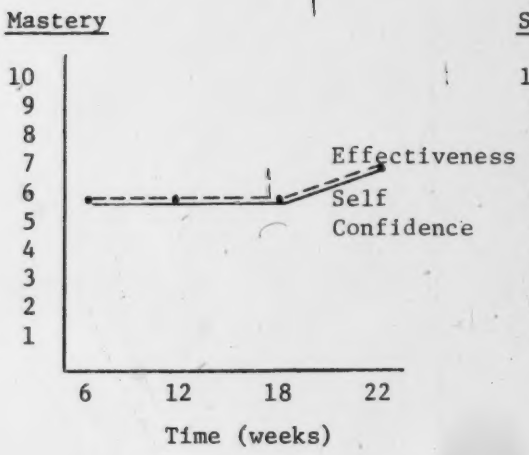


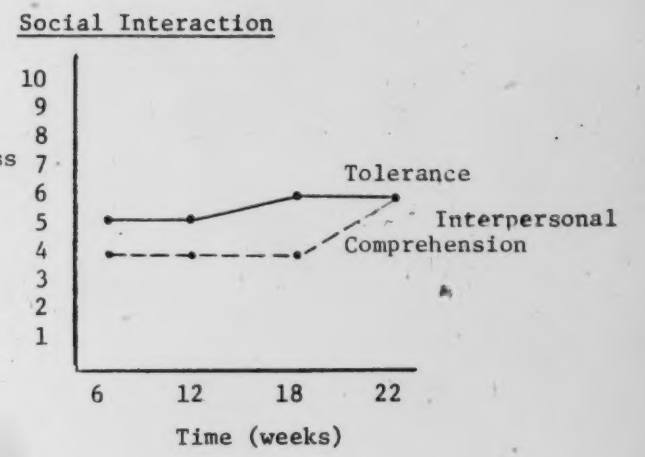
Social Interaction



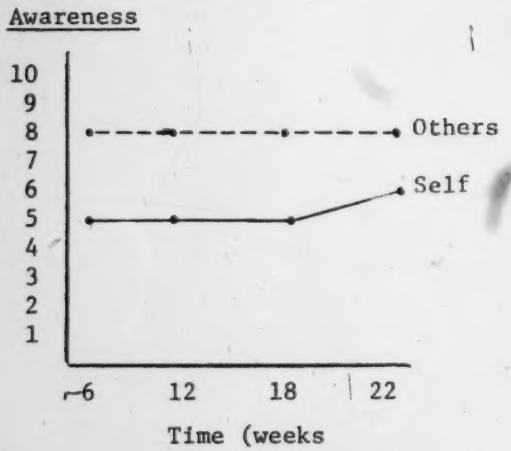
Teacher Ratings for Nolan (No. 11)

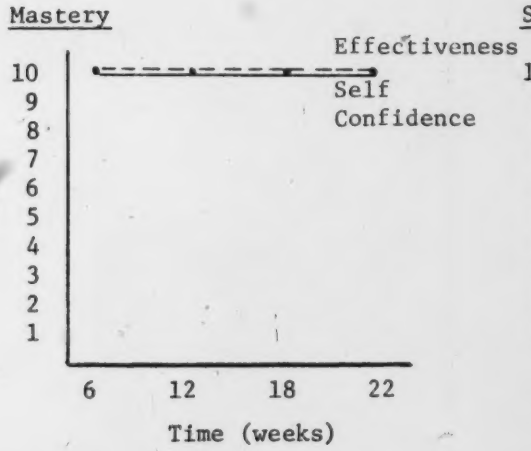


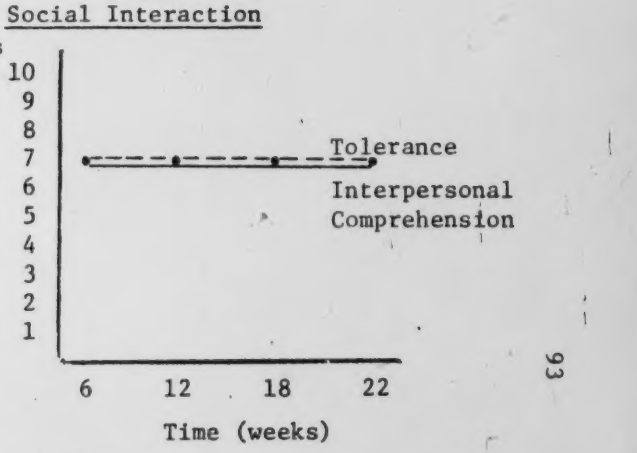




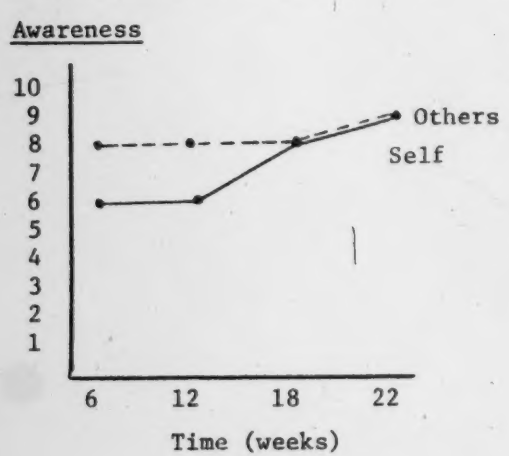
Parent Ratings for Nolan

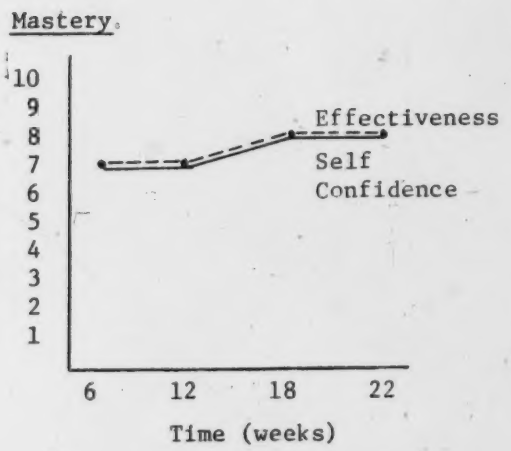


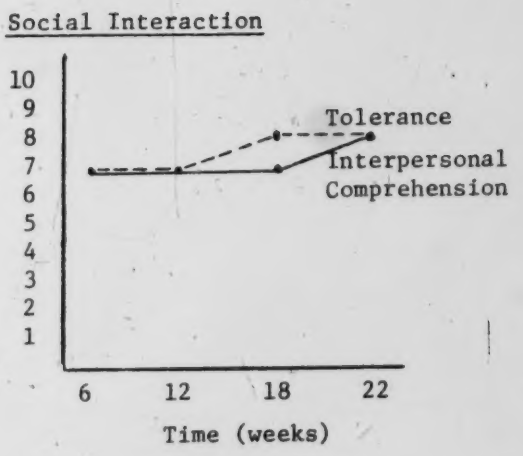




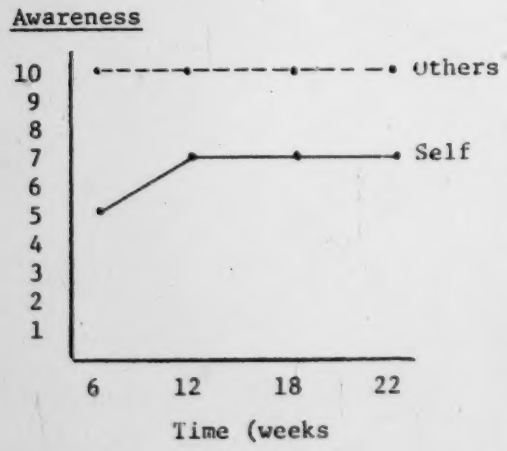
Teacher Ratings for Lindsay (No. 12)

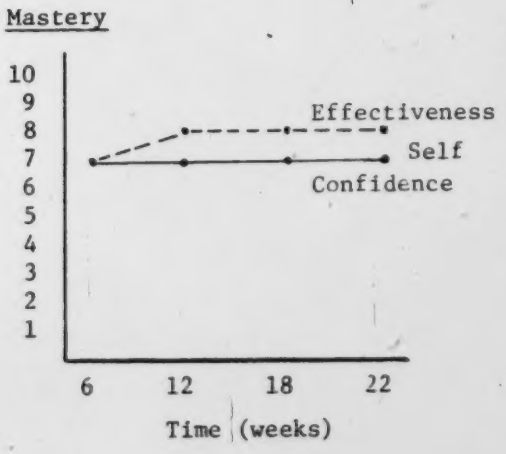


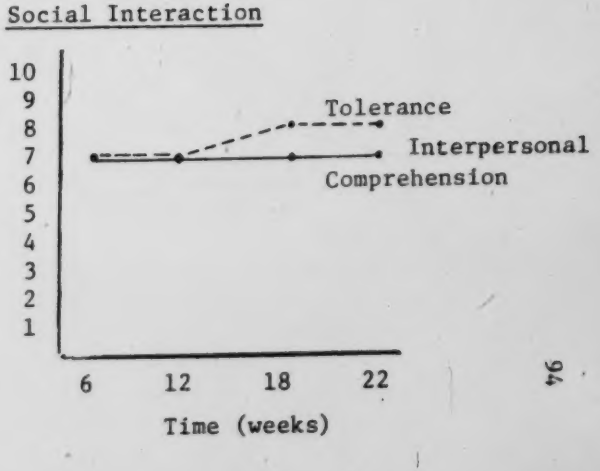




Parent Ratings for Lindsay

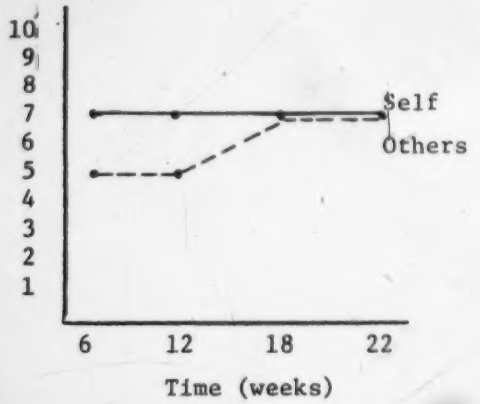




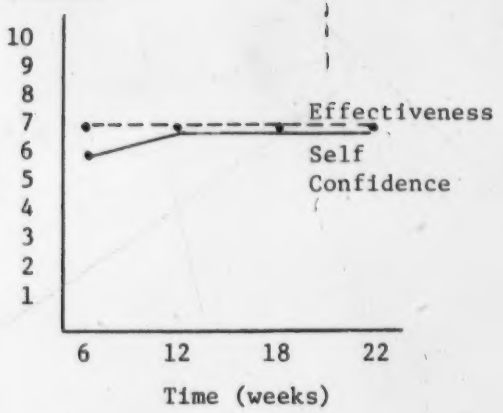


Teacher Ratings for Jodie (No. 13)

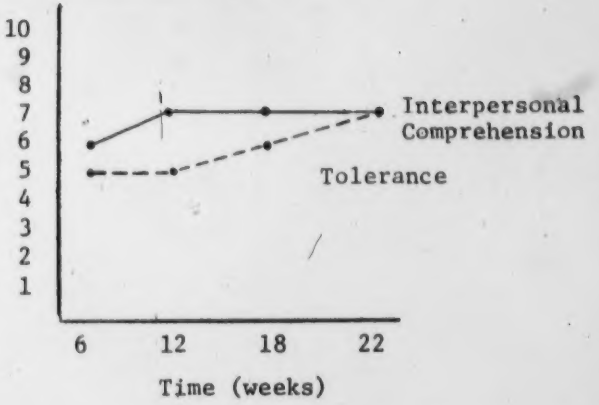
Awareness



Mastery

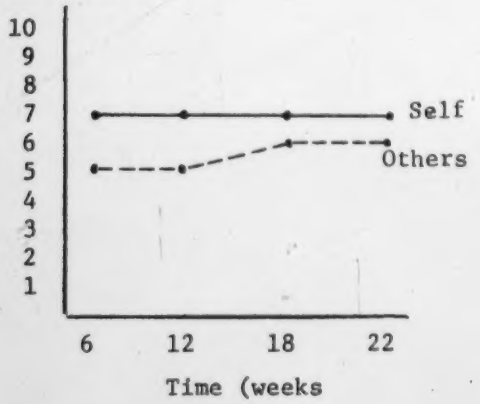


Social Interaction

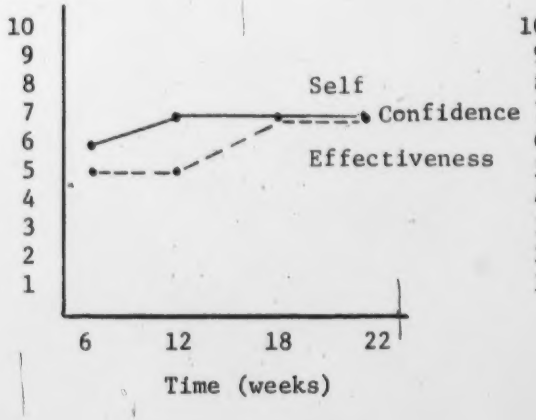


Parent Ratings for Jodie

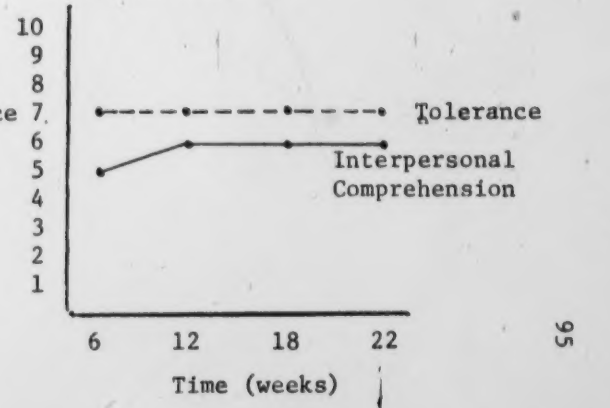
Awareness



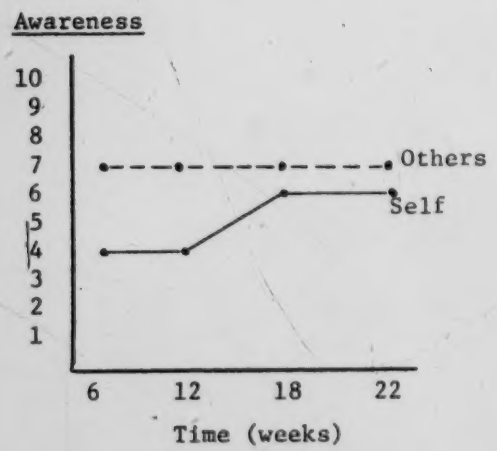
Mastery

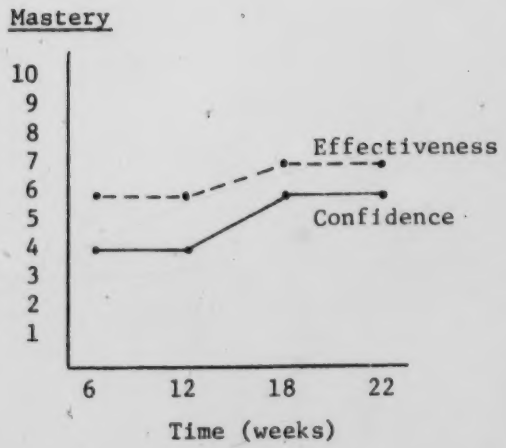


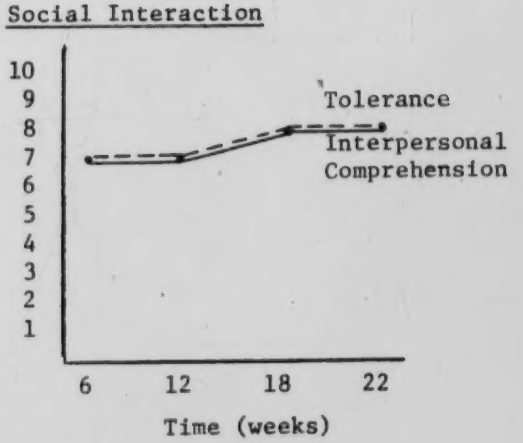
Social Interaction



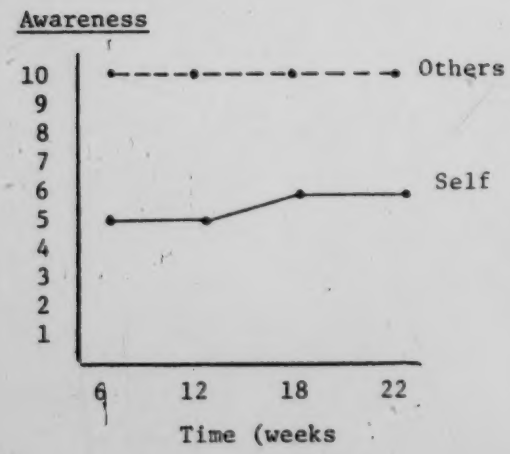
Teacher Ratings for Debbie (No. 14)

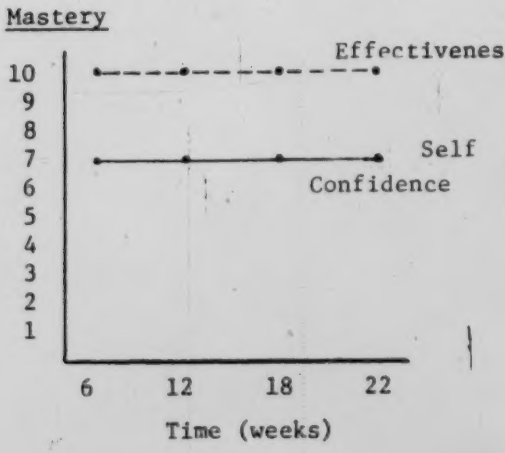


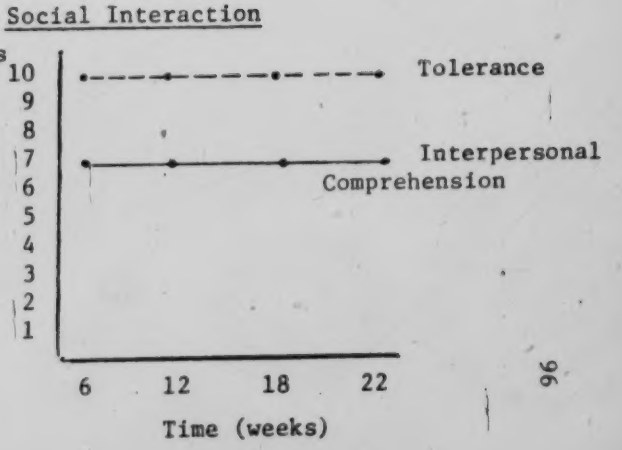




Parent Ratings for Debbie

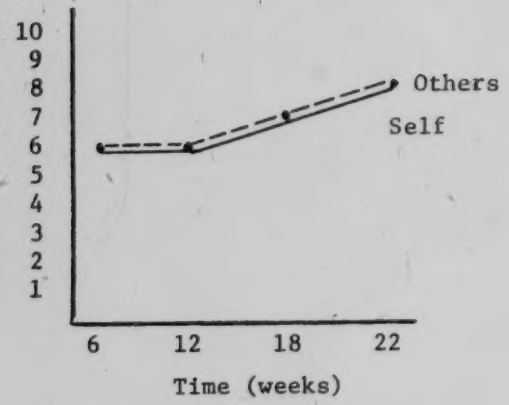




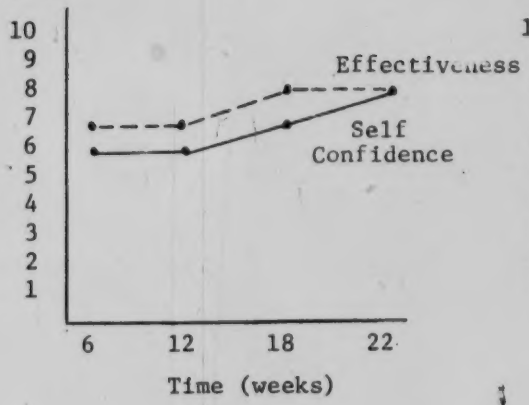


Teacher Ratings for Eleanor (No. 15)

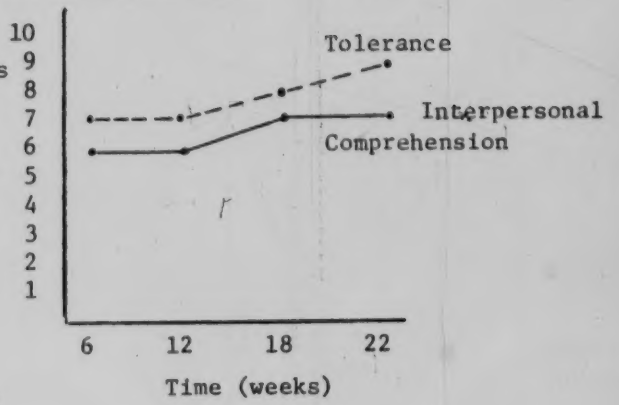
Awareness



Mastery

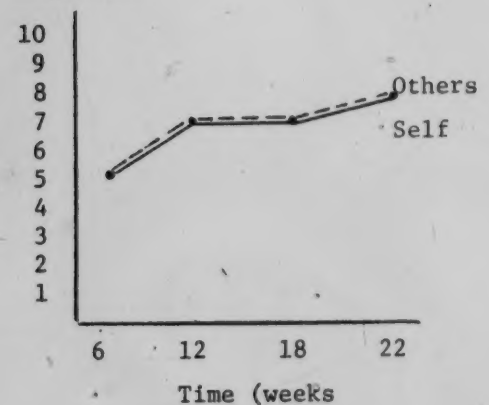


Social Interaction

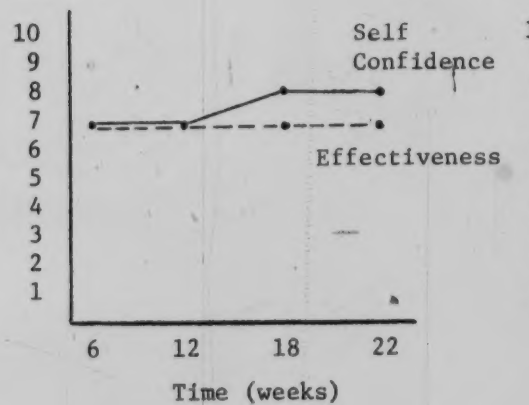


Parent Ratings for Eleanor

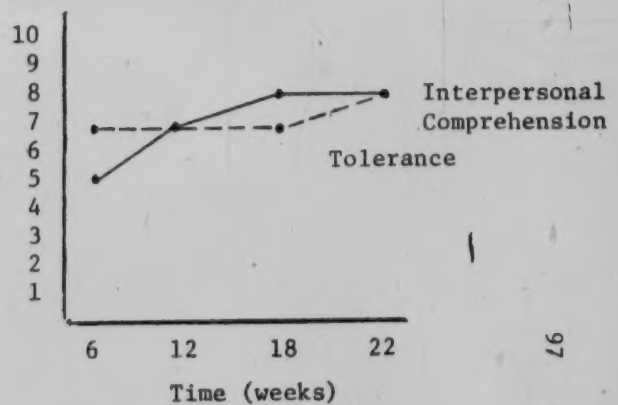
Awareness



Mastery

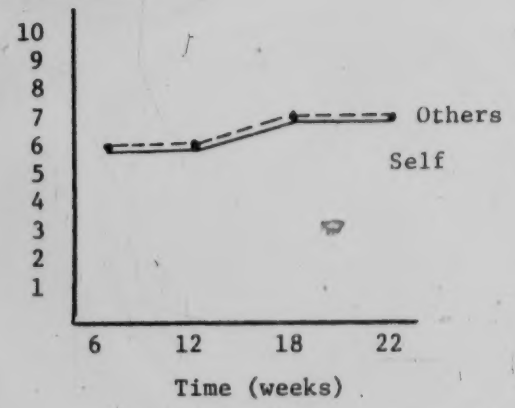


Social Interaction

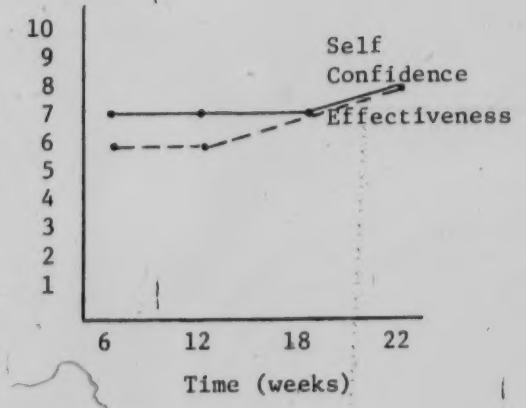


Teacher Ratings for Shasta (No. 16)

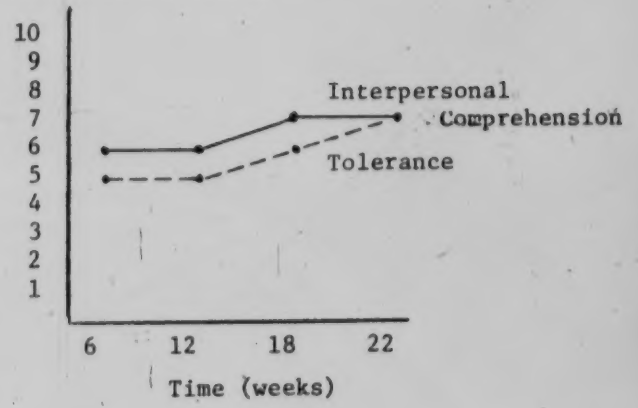
Awareness



Mastery

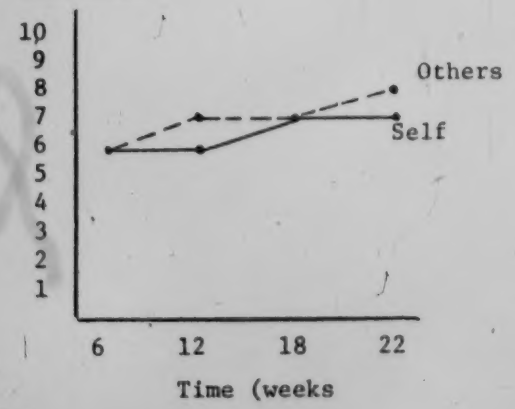


Social Interaction

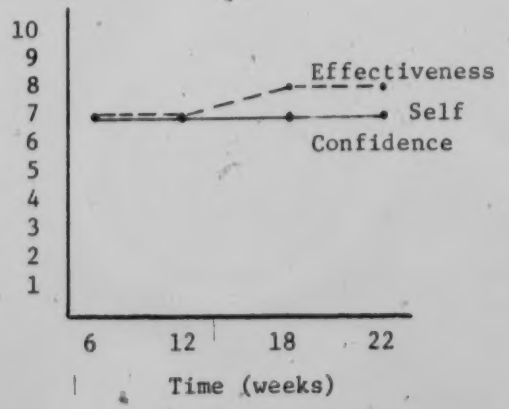


Parent Ratings for Shasta

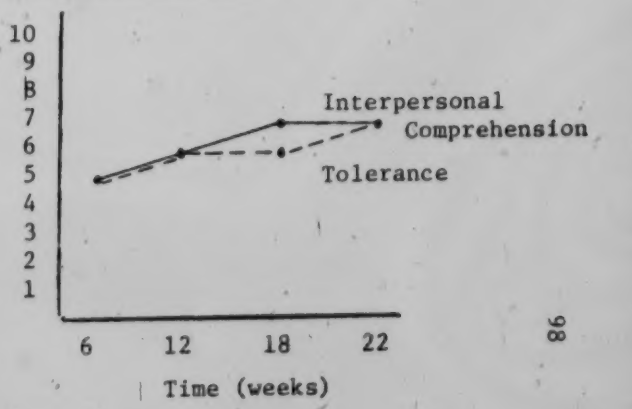
Awareness



Mastery

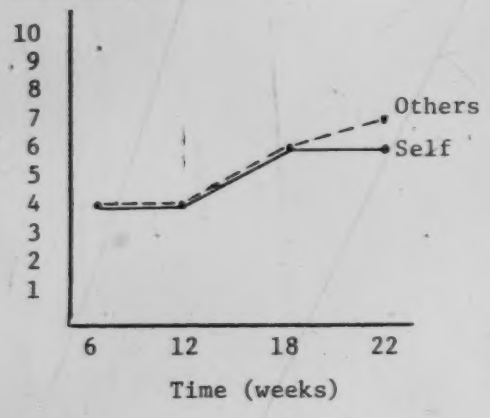


Social Interaction

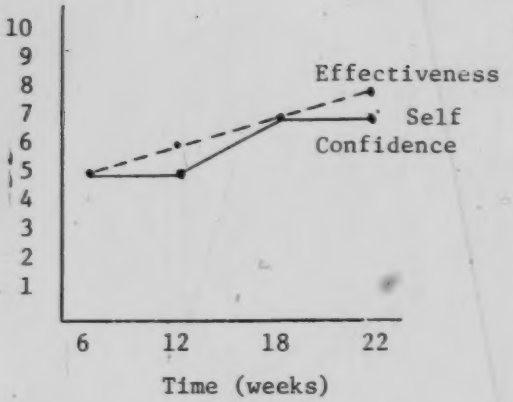


Teacher Ratings for Krista (No. 17)

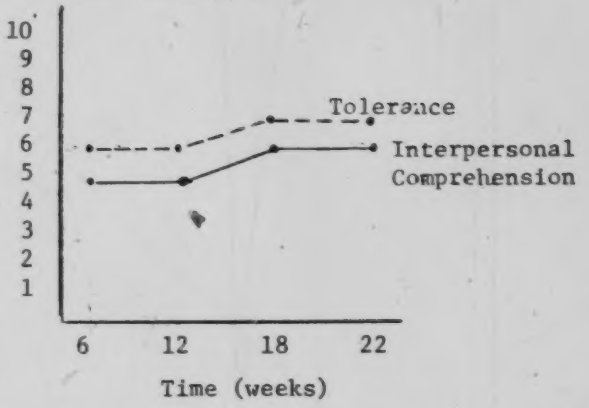
Awareness



Mastery

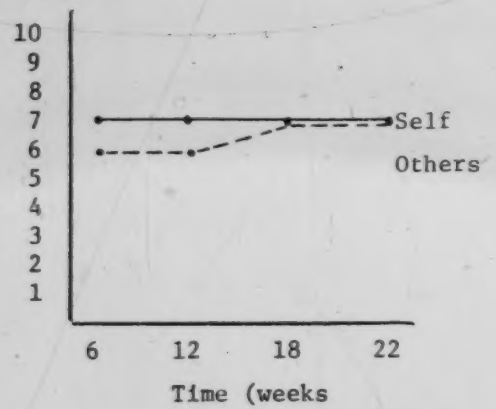


Social Interaction

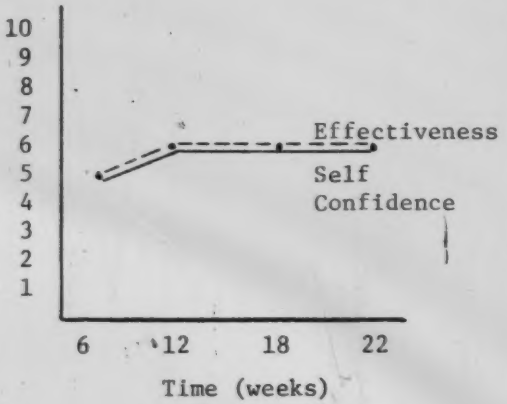


Parent Ratings for Krista

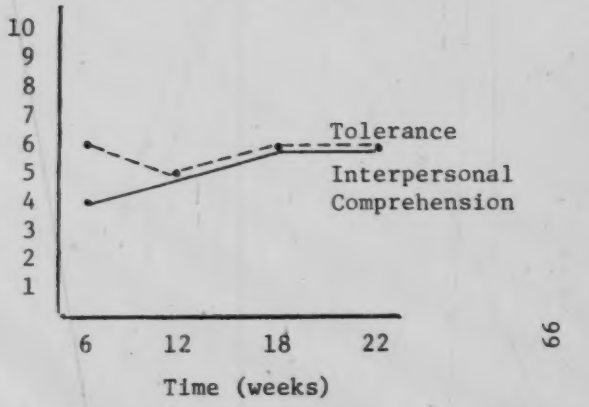
Awareness



Mastery

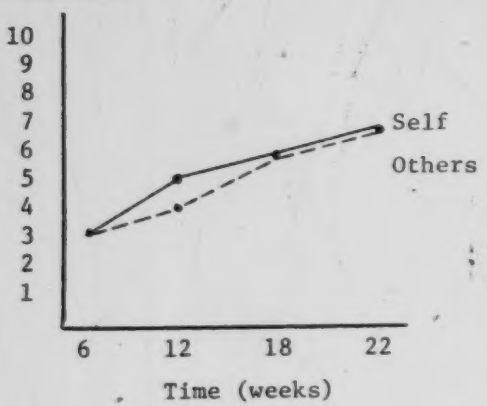


Social Interaction

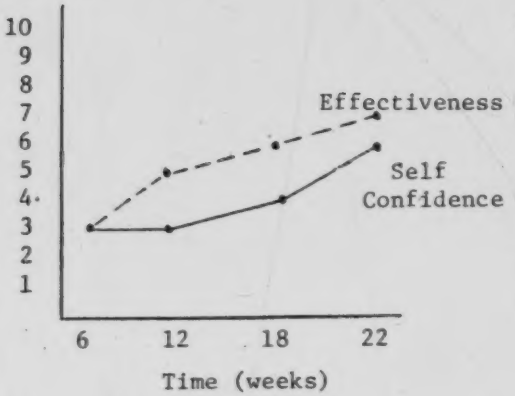


Teacher Ratings for Travis (No. 18)

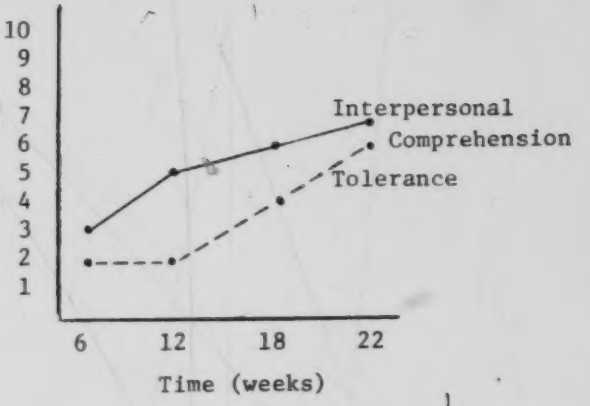
Awareness



Mastery

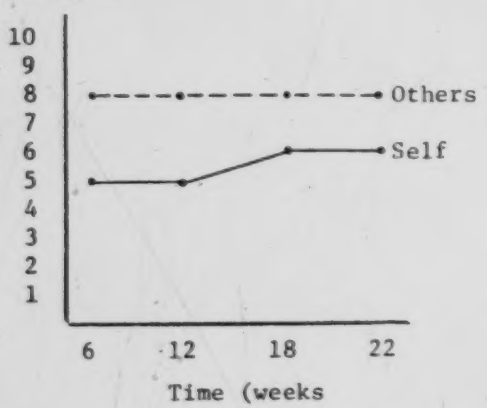


Social Interaction

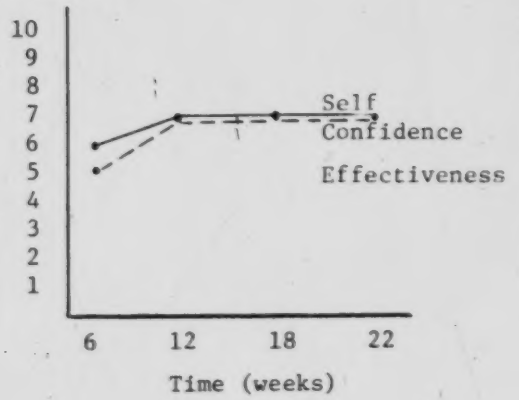


Parent Ratings for Travis

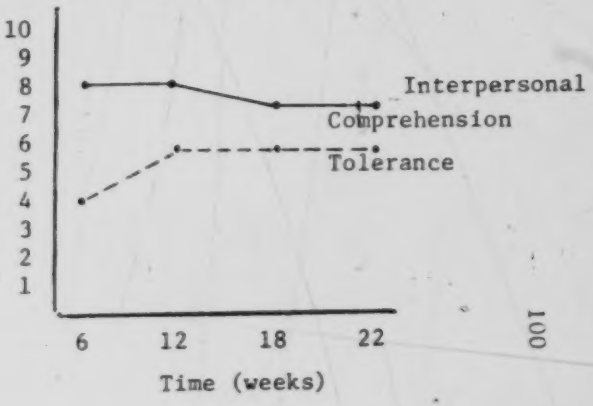
Awareness



Mastery

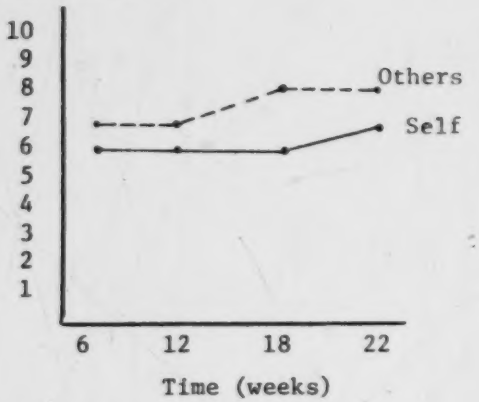


Social Interaction

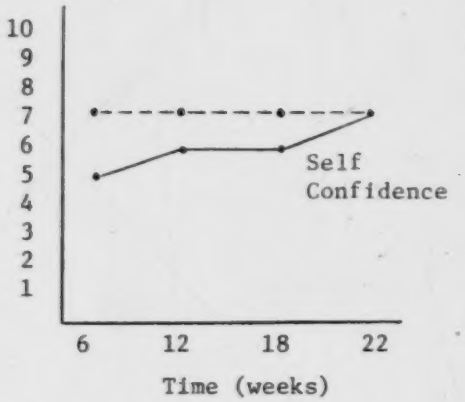


Teacher Ratings for David (No. 19)

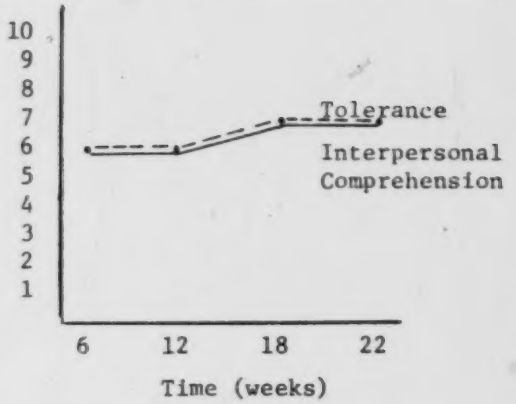
Awareness



Mastery

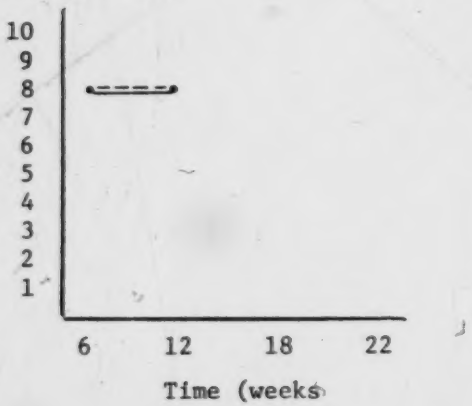


Social Interaction

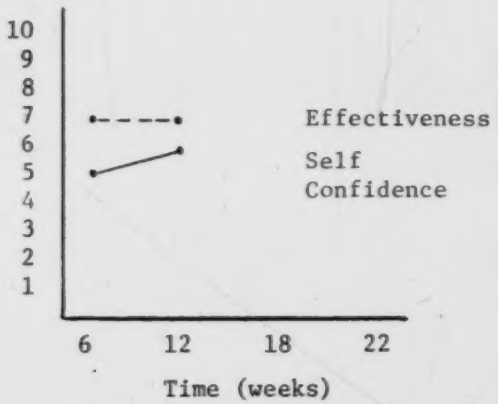


Parent Ratings for David

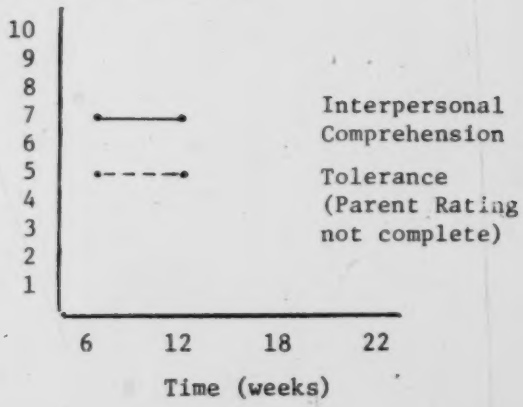
Awareness



Mastery

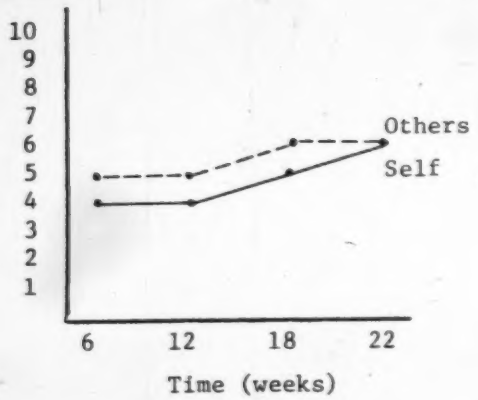


Social Interaction

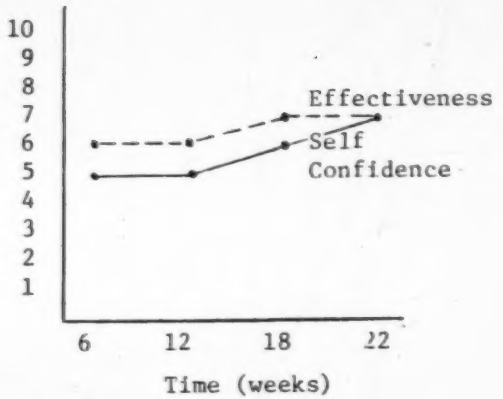


Teacher Ratings for Tyson (No. 20)

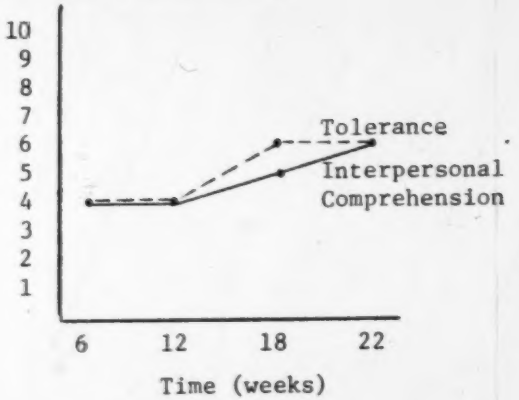
Awareness



Mastery

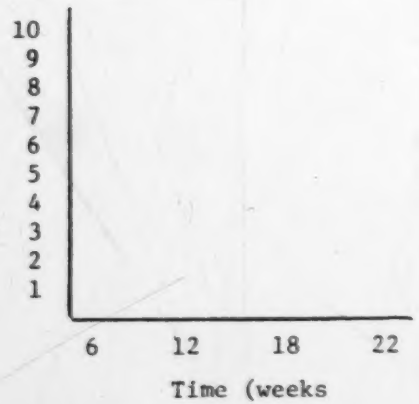


Social Interaction

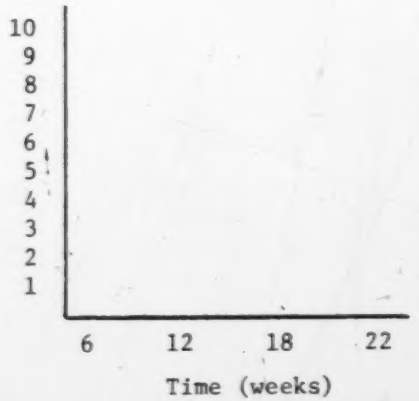


Parent Ratings for Tyson

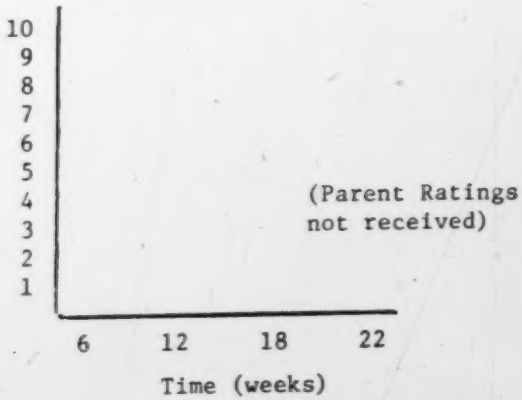
Awareness



Mastery

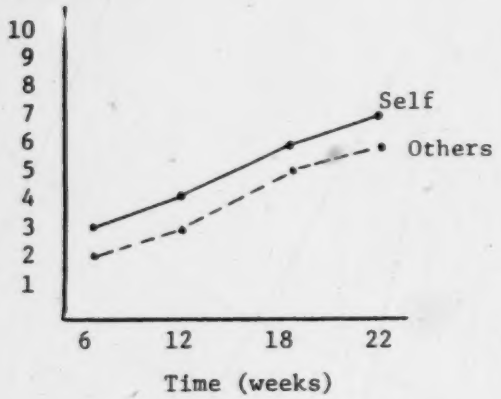


Social Interaction

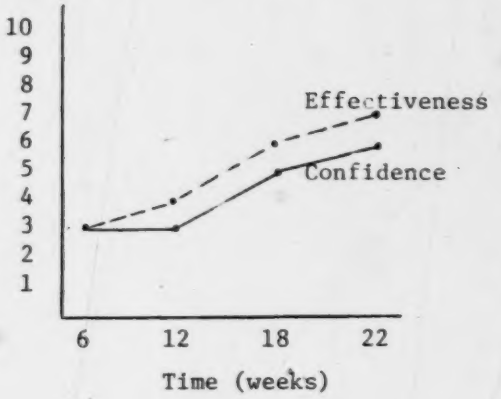


Teacher Ratings for Chris (No. 21)

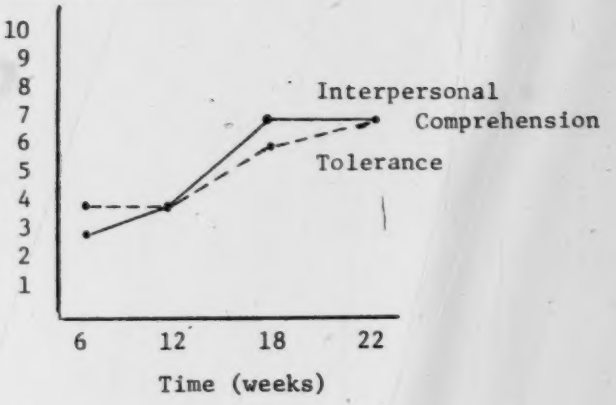
Awareness



Mastery

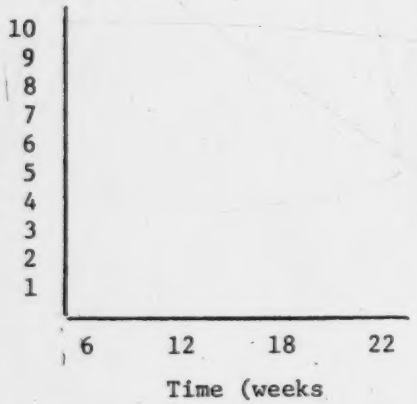


Social Interaction

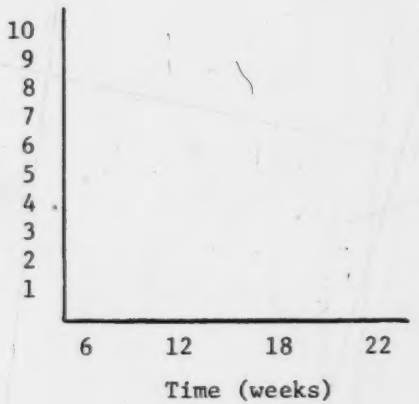


Parent Ratings for Chris

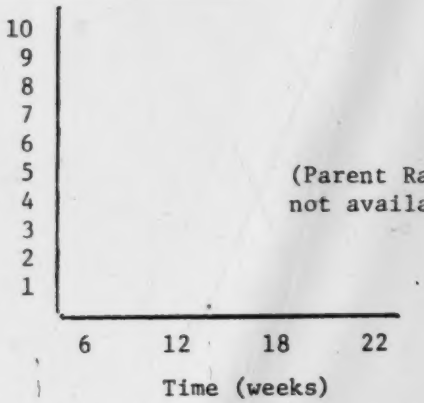
Awareness



Mastery

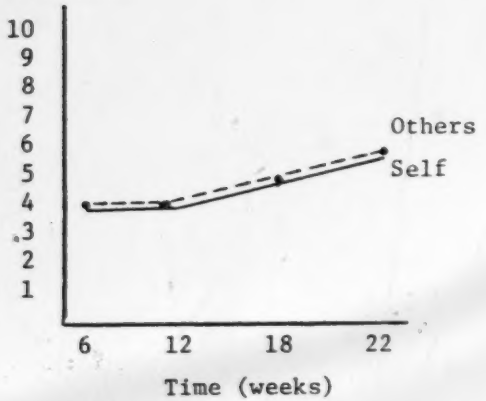


Social Interaction

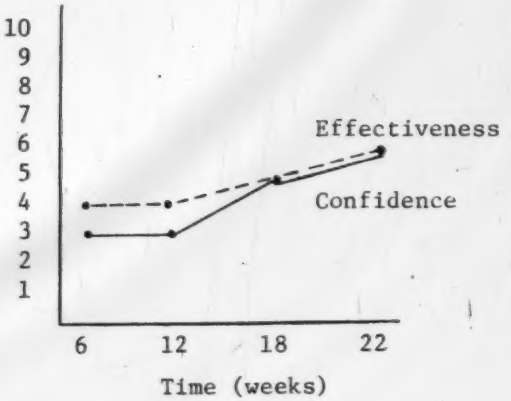


Teacher Ratings for Lavern (No. 22)

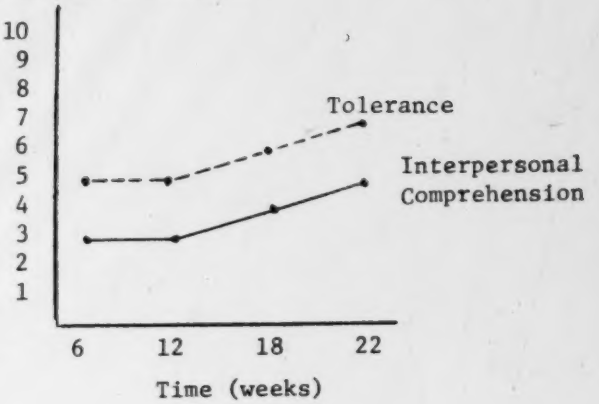
Awareness



Mastery

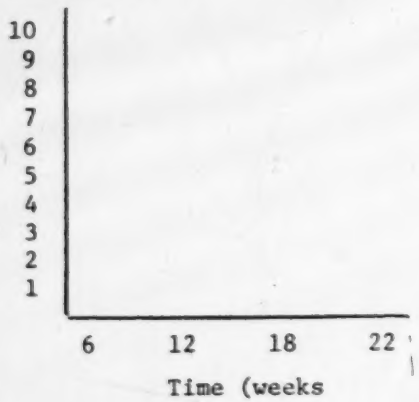


Social Interaction



Parent Ratings for Lavern

Awareness



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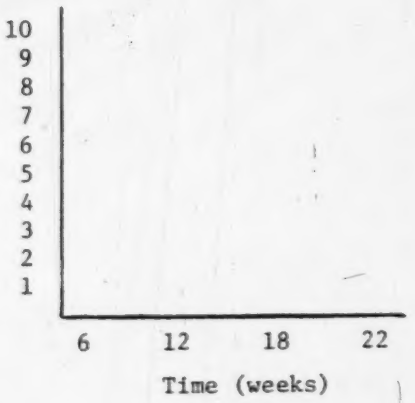
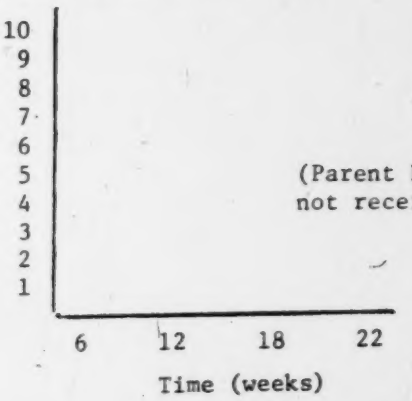


Social Interaction



Appendix 5

Excerpts From Transcribed Topics of
Magic Circle Sessions

A. Student I.D.: 01

Growth Area: Awareness of Feelings

Discussion Topic: Something that makes me feel good.

Session Date	Verbal Responses
1. January 13	Go skating.
2. March 17	When my Mom she let me ride my bike and I felt good and it was last Saturday.
3. May 20	My Mom went to the hospital and she will be coming back with a new baby. I hope it is a girl and that gives me a good feeling.
4. June 4	I'm sad because swimming is over. If I had just one more week I would go into my next color - red - and that would make me feel good.

B. Student I.D.: 02

Growth Area: Mastery

Discussion Topic: Something I do well.

Session Date	Verbal Responses
1. February 5	I do gymnastics well and that makes me feel happy.
2. March 25	When I needed a Kleenex and they were on top of the fridge, I asked my mother and she got it for me.
3. May 7	I went to my grandma's when she needed help. I packed the groceries for her on the shelf. It made her feel happy and it made me feel happy.
4. June 3	I can work in my Math book very well. And I like to do "times". I'm good at swimming a Dixon Dam.

C. Student I.D.: 03

Growth Area: Social Interaction

Discussion Topic: Something I did that someone else liked.

Session Date	Verbal Responses
1. February 20	Fed the sheeps.
2. March 20	I went into the store and got some milk for Mommy. It made me feel happy and it made her feel happy. It cost 50 cents.
3. March 27	When my Mom told me to keep it a secret that we were going to Grandma's and I did - my mother was happy.
4. June 3	I stayed out of the pool for three weeks because of my warts. I have to stay out of the pool because the other kids may catch the warts and then the whole school couldn't go swimming.